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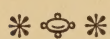
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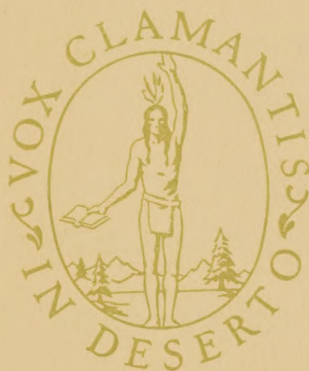
History
of
Dartmouth College



VOLUME II

HISTORY
of
DARTMOUTH
COLLEGE

Leon Burr Richardson



HANOVER, N. H.

Dartmouth College Publications

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History
of
Dartmouth College



CHAPTER X

Nathan Lord

Educational Policy of the College

DURING the thirty-five years of Nathan Lord's administration the educational theories of the institution differed in no essential respect from those which had prevailed at the founding of the college. The subject matter best adapted to form the basis of a liberal education was thought to be determined for all time. Special peculiarities, tastes and interests of individual students received no attention; conformity to precedent was the watch-word and the courses required of one were required of all. The classics and mathematics were absolute essentials, moral and intellectual philosophy and rhetoric received careful attention, some regard was paid to the natural sciences, but to the social sciences, in general, scant consideration was devoted. No one connected with the college seemed to question the essential correctness of this valuation of subject matter, although occasional bickerings arose among the representatives of different departments as to their share of the students' time.

The admission requirements, restated in 1832, did not differ essentially from those which had long prevailed, nor was any material change made in them during the thirty years to come. The period was marked by the maximum prosperity of the New England academies; institutions which modeled their courses upon the requirements of the colleges and in which most of the entering students received their preparation. Thus, of the members of the college class of 1856, seventy-nine were graduates of academies of this

type, four came from public high schools and eight were prepared by private tutors. Fifty years later Amos N. Currier of that class (afterwards Professor of the Classics and Dean of the University of Iowa) highly commended the thoroughness of the training afforded by these institutions and pronounced it "much superior to the sporadic courses now in vogue"; testimony which may or may not have been biased by his long career as a teacher of Latin and Greek. Examinations for admission were oral and were conducted by at least three members of the faculty. Horace Webster, 1849, thus describes his experience at this ordeal:

We first went to Prof. Haddock who examined each of us on twelve lines in the first part of the fifth book of the Eneid and half a page in the first part of the Ora. pro Archias. Next Sanborn examined in the Anabasis, jumping, as the saying is, here, there and everywhere, stopping us the moment he found we could read it readily. Lastly Young examined in two places in Sallust, one in Jugurtha and one in Cataline, and also asked a few general questions in Mathematics. To show whether there was any formality or not suffice it to say that our receipts for admission were written before he had finished the examination, and when he had finished it, without saying whether satisfactory or not, he said "I have done examining you; is it convenient to pay your tuition now?"

He gave the opinion that anyone who had done conscientiously the work required in the academy would have little difficulty in meeting the entrance test.

That little change was made in the essential theory of the college course may be observed by comparing the curriculum of 1860, given below, with that of 1822 (page 376).

FRESHMAN YEAR

Fall Term	Winter Term	Spring Term	Summer Term
<i>Iliad.</i> Crosby's Grk.	<i>Mod Hist.</i>	<i>Iliad.</i> Coleridge's	<i>Select. Gr. Hist.</i>
Gram.	<i>Comp. Phil.</i>	Intro. to Grk.	(Fuller)
<i>Livy.</i> Arnolds' Prose	(De Vere)	Classic Poets.	Gram. cont.
Comp.		Bojesen	<i>Horace, Odes.</i>
<i>Algebra</i> (Chase)		Manual Grk. &	Comp.
<i>Geom.</i> (Loomis)		Rom. Antiq.	<i>Trig.</i> (Loomis)
<i>Phil.</i> (Paley Nat.		<i>Cicero</i> Tusculan	<i>Rhet.</i> Themes &
Theol.)		Quest., Prose	Comp.
		Comp. (Arnold)	
		<i>Geometry</i> (Loomis)	
		<i>Rhetoric.</i> Themes	
		once a week	

SOPHOMORE YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<i>Grk. Felton's Selections</i>	<i>French</i>	<i>Aeschylus</i>	<i>Sophocles. Antigone</i>
<i>Horace, Prose Comp.</i>	<i>Comp. Phil.</i>	<i>Prometheus</i>	<i>Tacitus</i>
<i>Hist. Rome (Liddell)</i>	<i>(De Vere)</i>	<i>Tacitus. Comp. Hist. Greece</i>	<i>Dif. & Int. Calculus (Loomis)</i>
<i>Anal. Geom. (Loomis)</i>		<i>Anal. Geom. (Loomis)</i>	<i>Rhetoric. Themes & Declam.</i>
<i>Surveying, etc. (Loomis)</i>		<i>Algebra (Chase)</i>	
<i>Rhetoric (Campbell)</i>		<i>Rhetoric. Themes & Declam.</i>	
<i>Themes & declam.</i>		<i>(Russell's Am. Elocutionist)</i>	

JUNIOR YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<i>Demosthenes</i>	<i>French & German</i>	<i>Plato, Gorgias</i>	<i>Plato, Gorgias</i>
<i>Cicero (ad Atticum)</i>	<i>Internat. Law</i>	<i>Juvenal</i>	<i>Astron.</i>
<i>Logic (Whately)</i>	<i>(Wooley)</i>	<i>Astronomy</i>	<i>Mineral.</i>
<i>Mechanics (Jackson)</i>		<i>(Loomis) Lect.</i>	<i>Rhetoric. Themes.</i>
<i>Nat. Phil. (Lardner)</i>		<i>Mineralogy (Dana)</i>	<i>Lect. on Rhet. & Comp. Orig.</i>
<i>Rhetoric, Themes & Declam.</i>		<i>Evid. Christ.</i>	<i>Declam. before College</i>
<i>(Trench's Eng. Lang.)</i>		<i>Rhetoric (Whately) Themes & declam.</i>	

SENIOR YEAR

<i>Fall Term</i>	<i>Winter Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<i>Pol. Econ (Say)</i>	<i>French & German</i>	<i>Intellect. Powers</i>	<i>Moral Philosophy</i>
<i>Edwards on the Will</i>	<i>Internat. Law</i>	<i>(Reid)</i>	<i>Federalist</i>
<i>Rhetoric. Schlegel's Dramatic Art.</i>		<i>Butler's Analogy</i>	<i>Geology (Lyell)</i>
<i>Lectures on Eng. Lang. & Lit.</i>		<i>Chemistry (Silliman)</i>	<i>Hist. Civ. (Guizot)</i>
<i>Astron. & Physiology Lect.</i>		<i>Geology (Lyell)</i>	<i>Rhetoric. Themes forensic discussions.</i>

Not all the subjects listed in the schedule of a given term were carried entirely through that period. The number of exercises each day (except Saturday) was three for the lower classes, but somewhat less for seniors. To each subject was assigned a definite fraction of the term as a whole. In general, however, especially in the first two years, Greek, Latin and mathematics were pursued in fairly continuous fashion. Much of the work in rhetoric was not included in the schedule of daily recitations, but consisted in compositions handed in to the instructor and, in later years, in declamations and other forensic efforts before the college.

No essential differences existed among members of the faculty concerning the basic principle of the curriculum, but occasional instances of friction among them, relating to the amount of time assigned to different departments and to alleged inequalities in the teaching load, did occur. Thus in 1832 Professor Shurtleff protested in heated terms against a new arrangement of studies which had just been adopted for the purpose of increasing the efficiency of the work in rhetoric. His protest was based, in part, on the general ground that the change was unnecessary, impracticable and expensive, but more definitely for the reason that it would increase and make more troublesome his own daily tasks. He admitted that he had fewer recitations than any other professor, but he argued that the intellectual labor required in preparation was, in his case, much in excess of that demanded of any of his colleagues. The response of other members of the staff to this contention is not preserved, but the nature of it may easily be imagined. In 1834 Professor Young informed the trustees that the facilities assigned to the department of natural philosophy were absurdly deficient and the time devoted to natural science inadequate. He pointed out that at that period all the sciences combined received less of the student's time than the single subject either of Greek or Latin. And in 1837 he endeavored to show that he was working harder than his colleagues for less money than any of them received. On the other hand, in 1854 Professor Sanborn complained of the inferior position of the "literary departments" and said they were receiving inadequate library appropriations, while much money was being spent on scientific equipment. He also called attention to the demands made on the "literary" professors for religious leadership in college and church, involving much labor not required of the scientific staff. He considered such a division of work to be unjust. In 1855 Professor Hubbard objected to the small amount of attention given to chemistry and to the fact that the few exercises required were conducted in an "ice-bound laboratory, a state in which Chemical affinity & mental action are rarely ever known to exist." Professor Brown, in 1856, protested that his tasks had increased beyond his capacity to perform them. In 1860 each of the professors submitted to the trustees a schedule of his work for the

year. Counting, as was the custom of the time, a lecture as equivalent to three recitations, the number of exercises ranged from 311 to 400, apparently not a burdensome load. It should not be thought that these examples indicate a state of seething discontent. The points of friction were, as a matter of fact, less numerous than might have been expected during so long a period, and the general situation was one of harmony. From the troubles to which teaching bodies at all periods are exposed, however, the Dartmouth faculty at this time was not immune.

The difficulty of making any break in the wall of vested privilege is best illustrated by the struggle of the modern languages to make their way into the course of studies. Most of the New England colleges had provided facilities for instruction in these subjects by the beginning of the period, and President Lord, in his early presidential reports, laid special stress upon the need for such a chair at Dartmouth. Until it was provided, various private teachers of French were induced to come to Hanover and to give instruction to such students as were willing to pay for it. The attempt of the faculty in 1832 to impose the rules of the college upon these classes led to uproarious proceedings and to the necessity of extensive disciplinary action. It was the president's opinion that students had a just cause of grievance in being required to pay special fees for such instruction, and in 1833 he nearly brought the trustees to the appointment of a professor in the subject. However, it proved impossible to provide the funds and, although sporadic efforts were made to overcome the difficulty at various times, nothing definite was done until the founding of the Chandler School in 1852. In that year an instructor of modern languages was secured, but his official duties did not extend to the academic department of the college. It was not until 1859 that President Lord found means for financing the professorship and that a teacher of modern languages of full academic standing was obtained.

The chief reason for this delay was inadequate endowment, but another factor probably entered into it. As soon as the proposal was made that instruction should be given in a new subject, the question arose as to which of the existing departments should yield portions of its time to accommodate the work. The professors of

Latin and Greek, resting upon the assumption that the classics constituted the backbone of the curriculum, serenely maintained that, of course, the time should come from that assigned to the natural sciences, and in this opinion they were supported by other neutral but classically-minded members of the teaching staff. The instructors in the sciences were much agitated by this proposal. They asserted, with some heat, that the curriculum was already overweighted with linguistic subjects and that the sciences were given far too little attention. To make the introduction of new languages an excuse for the increase of the total language requirements at the expense of the sciences, already starved for time, appeared to them to be a plan too unfair for serious consideration. The discussion was more theoretical than practical through most of the period, for no instruction in the new subject was provided. Upon the appointment of the modern language professor in 1859, the question was temporarily solved in a singularly ludicrous manner. All courses in the new department were placed in the winter term. That was a time when the majority of the students were absent from Hanover upon teaching engagements, when no member of the faculty was desirous of active work, and when those students who were in residence probably did their tasks in a perfunctory fashion, as not really required for the degree. So grotesque an outcome could not be permanent, but the final settlement falls outside the limits of this period.

As early as 1828 the college adopted the policy, so frequently recommended today, of examinations conducted by an external board. An examining committee, appointed by the faculty, came to Hanover at the end of the fall and summer terms, and conducted oral examinations with each of the four classes. At first, the examination period was confined to a single day. The committee of 1831 reported this system to be worthless; they said that no information of value could be gained from a single exercise with each class, conducted as an ordinary recitation with the instructor in charge, and recommended that the examinations should extend over a longer period, with an examining committee sufficiently large to permit every student to be examined in each subject; that the members of the committee should be paid, and that the outside examin-

ers should ask the questions themselves, the instructor being present merely for convenience. These recommendations were adopted at once by the trustees. The period at the end of the year was enlarged to ten days, that at the conclusion of the fall term to four days, and the examiners, in addition to their expenses, were paid a daily honorarium of \$1.50. President Lord, although thoroughly in favor of the plan, had some fear lest the test, more searching (in his opinion) than that in vogue in other colleges, should operate to reduce student attendance, a result which, so far as can be ascertained, did not ensue. Later, the length of the summer period was reduced to a week and the board enlarged, so that, while as many examinations were held, the work of individual examiners was not so exacting. The board was chosen from such educated men in the vicinity as would consent to perform the onerous task. As more clergymen answered that description than persons of other callings, the board was usually rather overweighted with ministerial representatives, although lawyers and teachers in the academies were frequently called upon for service. It was soon found that many of the examiners were likely to be somewhat rusty in the subject-matter upon which they were to test the undergraduates, and that it was impracticable for the general conduct of the exercise to be left mainly in their hands. The instructor, therefore, asked most of the questions, but the examiners were at liberty to interpose at any point and frequently they improved the opportunity. Each examiner gave marks to each student, and the average of these grades was supposed to determine whether or not the individual passed to a higher class and eventually received a degree. It was suspected by the students, however, that the instructors also gave marks, and that such marks were really of major importance in the final decision. As a result, they were generally not particularly fearful of the external board and were somewhat contemptuous of its competency, an impression which was not lessened by such incidents as that of a member of one board who, in a German examination, held his book upside down through the entire exercise. But they were aware that their instructors could not be deceived so easily, and they regarded the exercise as of importance

most largely in relation to the impression which they made upon the teaching force.

At the conclusion of its labors each examining board made a written report, documents nearly all of which survive. They afford valuable evidence of the intellectual status of the college of the time. In general, the form was somewhat stereotyped, beginning with compliments to the institution on the efficacy of its processes and closing invariably with a "few suggestions" for improvement. The compliments were based on the success of the various courses, on the attitude of the students, on the efficiency of the faculty, on the friendly relations between instructors and undergraduates and other matters of the kind. There is no reason to believe that these favorable comments were insincere or that they were not justified. The examiners, although they may have forgotten the details of their Latin, Greek and mathematics, were men of educational vision, fully able to judge whether or not the processes of the college were really effective. Nor is it likely, among the reports of so many committees, that harsh criticism would have been absent had it been really deserved. We may accept the conclusion that the college was, in fact, successful in attaining its aims, and that its operations were at least as effective as those of its sister institutions.

But the "suggestions" interest us most as giving the clearest idea of the defects of educational methods of the day. The most constant objection of the board was to the imperfect acquaintance of the students with the rudiments of Latin and Greek. Thus in 1833 the committee "found individuals in the advanced classes who were unable to conjugate a plain Latin or Greek verb." The committees of 1841 and 1842 were equally dissatisfied and recommended that in college more attention should be given to Latin and Greek grammar. The trustees responded in the latter year by a recommendation to the faculty that a "greater portion of the time in freshman year be put on classical studies to correct at an early date the imperfections of the preparatory courses (which cannot be done later) while it is believed that the mathematical department would receive an advantage by the increased accuracy of discipline which would be occasioned by this proposed change." As two-thirds of the time in freshman year was already devoted to the classics, evi-

dently the faculty did not consider the change desirable, for nothing was done. Many other committees in later years were critical of these grammatical deficiencies. The fault was not ascribed to the teachers of the college (except as they were reluctant to take college time for work which should have been done previously), but the blame was laid to defective work in preparatory schools. The most constant recommendation, therefore, was an elevation of the standards of admission, or, if that could not be effected, a more rigid enforcement of those which already existed.

The college department most often adversely criticized was that of chemistry. Sometimes a bald statement was made that the interest of the students in that subject was not what it should be, without any analysis of the reason for the deficiency. One committee, however, went to the root of the matter in its suggestion that additional time should be assigned to the subject, with adequate material facilities for instruction. Rather surprisingly for a clerical group, the committee of 1844 voiced the opinion that not enough instruction in science was provided by the college, and regretted the absence from the curriculum of physiology, botany, conchology, and zoology. In 1848 a lack of interest was reported in analytical geometry and calculus and recommendation was made that these subjects should be deferred to junior year. Other suggestions for change in the schedule and increase of time were that of the committee of 1828 for additional Greek and Roman history, that of 1831 for more time for rhetoric, and that of 1837 for more life and interest in the course in intellectual philosophy, with an especial recommendation that the president should do more teaching, that he might become better known to the students. Advice was also given on the subject of text books, the omnipresent Paley being condemned in 1836 and *The Federalist* at a later date.

The conduct of the examination was occasionally subject to criticism. The habit formed by the students of writing "cribs" in their language texts was frowned upon by the committee of 1844 and the practice stopped after that time by requiring the use of books furnished by the instructor. The tendency of the teachers to ask leading questions was also subject to unfavorable comment. It became the practice of some professors to prepare and distribute in advance

a list of topics to which the examination must be limited, a custom not approved by some of the committees. The general attitude of the students was usually commended, but in 1845 the committee referred to "tumultuous expressions of applause in class by stamping, shouting, etc.," as a practice then of recent origin which "makes an unfavorable impression upon villagers and visitors"; a custom known to many generations of Dartmouth men as "wooding up" and now, to the regret of some of them, fallen into the limbo of forgotten things. The examiners were usually more severe upon the idle and stupid than was the faculty. Thus the committee of 1832 commented in severe terms upon the attitude of certain of the undergraduates. "But a few," it said, "either from mental imbecility, slothfulness or dissipation, often induced by indulgence, appeared hardly to have gained so much from their college studies as they had lost from the stock requisite for admission." Summary action was recommended in these cases. The faculty, at times, was gently prodded for the lack of productivity of its members, and the example of Professor Alpheus Crosby was set before them as one which they might advantageously follow. An extremely pertinent suggestion was made by the committee of 1834, which criticized the time devoted to recitations as largely wasted, the interest of the student being aroused only when he himself was called upon, with almost complete lapse of attention through the rest of the exercise. Methods of teaching, the committee said, ought to be of a character that the "mind of the class" should be active through the whole exercise. In touching this point the committee hit what seems to have been the greatest weakness of classroom instruction of the day. But, after all, perhaps if a prize is to be awarded for the most pertinent suggestion, it should go to the committee of 1859 which, after mildly hinting that students should use a louder voice in recitations, limited further comment to the advice that the ventilation of the classrooms should be looked after more carefully.

The degree of scholastic attainment demanded of the undergraduate was, perhaps, subject to a slight increase during this period. However, if the opinion of Judge Davis Cross, 1841, is to be regarded seriously, there was room for further improvement. Writing in 1908 he said:

I think the student who is fitted for college in the best high and preparatory schools of today is better educated and better prepared for a professional or business life than the graduates of college from 1837 to 1841 It was understood that students were marked by the professor at each recitation, and that a record was kept of their scholarship, but I do not believe that any student was obliged to leave college on account of poor scholarship, if he attended morning and evening prayers and church, so as to escape the black marks of the monitor, and if he behaved fairly well.

The truth of the first statement is a matter of opinion, but the second seems to be substantially correct. Despite that fact, certain tendencies toward higher standards are to be observed. A marking system was in vogue, with grades ranging from 1 to 4; the smallest number marking the highest standing. The examining committees used the same system. Students did fail in these examinations; the number increased as time went on, and this seems not to have been due to deterioration in the general scholarship of the undergraduates but to the increasing severity of the requirements. When failure was recorded, the student was "tasked" a certain number of pages in the subject in which he was deficient and required to take a second examination, often before the faculty as a whole. If he did not then pass, he was given a third opportunity, and so on until either he or the faculty was exhausted. Deficiencies in scholarship begin to be mentioned more often in the faculty records, but it must be admitted that in practically every case they were coupled with some other delinquency. In fact, it sometimes happened that two men in the same scholastic difficulties were treated quite differently. Thus in 1832 four juniors were considered unfit to pass. Of one of them, however, the faculty voted that "inasmuch as he is judged to do as well as he possibly can, he be recommended without notice to advanced standing." One of the others was admonished and the remaining two required to take second examinations. During the whole period, while students were frequently subject to faculty discipline for low scholarship coupled with various delinquencies of conduct, no case is recorded of serious trouble resulting from defective scholarship alone. It is probable that, at times, the

student of low mental capacity was required to repeat examinations, and on one occasion a student was admonished for "stupidity," but beyond that his course toward the degree was clear.

The fundamental concept of President Lord, as stated in his inaugural address, that the moral and religious training of the undergraduate is the one prime purpose of the college, expressed the unanimous sentiment of faculty and trustees. As in the previous periods, opportunities for religious expression took precedence over all other activities. Revivals were common in the college, although no longer during their progress did they tend to drive all other interests to one side. Daily chapel exercises, morning and evening, compulsory attendance upon church services twice every Sunday, biblical exercises on Monday morning, as well as voluntary attendance upon prayer meetings and similar services, marked the period as one in which exposure to reiterated religious influence was made a guiding policy. Through their very frequency, these exercises tended to become a matter of course and to assume relatively slight meaning to most of the students who were required to attend them. Many of the disciplinary votes of the faculty related to disorder in church and chapel. Nor were the results always deemed satisfactory even by those most interested in maintaining the services. The examining committee of 1845 criticized the religious spirit of the college in language highly reminiscent of expressions frequently heard today:

We are fully satisfied that the faculty are able and vigilant, and the state of morals is improving under their ceaseless efforts for the benefit of their pupils. The low state of religion and the diminution of religious restraints in the associations of young men must give great anxiety to the president & professors & to the trustees also if they observe the signs of the times."

Nevertheless, evidence is not entirely lacking to indicate that this religious training produced some beneficial results. The personality of President Lord, the force of his example, his sincere religious faith, and, in particular, his effectiveness in prayer, had a stimulating effect upon those under his charge. "I like to hear Dr. Lord pray," said one student, not of a particularly pious turn of mind.

"I like to hear him say: 'The Lord bless these young men, every one of them,' for then I feel safe for the day." In 1861 evening prayers upon week days were abandoned and the morning exercises were made somewhat longer.

It was upon a moral and religious basis that the president established his most radical departure from the usage of the colleges of his time and made what he considered to be his most important contribution to educational practice. This innovation was the abandonment of all college honors and distinctions, and the substitution for such incentives to effort of what was termed the "non-ambitious system." The best statements of his belief are found in various communications to the board at times when the system was under attack. Thus in 1844 he wrote:

It will deserve the particular consideration of the Board that the opinions which I have expressed rest simply on the idea that ambition and emulation are selfish principles, that they are consequently immoral & ought not to be appealed to in a private or public discipline, that tho' they exist naturally in man, they are not of Divine origin, but the product and evidence of an apostate & disordered mind; that the work of education should not be to stimulate & train, but, so far as possible, to eradicate them, & that education then only is moral or answers its proper design when it prevails over them & substitutes for them the disinterested virtue of Jesus Christ.

In 1858 he returned to the charge with an even more explicit statement of his point of view. The college, he said, has three motives; the increase of virtue, of wisdom, and of knowledge. The system of prizes and honors exalts the last of these qualities (which is really the least important) at the expense of the other two. The student is led to subordinate everything to the attainment of honors, a process which brings out qualities opposed to virtue. As a result, the college becomes an instrument for evil rather than for good. In particular, the attainment of a satisfactory religious state, the one aim of the institution, is so handicapped by the tendency of students to substitute for it the winning of a prize that the desired results can be attained only with the utmost difficulty.

The president had formed these views before his induction into office and had stressed them in his inaugural address. Shortly after his accession he succeeded in abolishing the competitive exhibitions of the senior and junior classes. In 1834, under the impulse of a religious revival, "with subtle eloquence" he persuaded the students that awards of honors were unchristian and that they, as religious men, no longer wished to participate in so vicious a system. They petitioned the trustees that all honors should be abandoned. The board made a sympathetic response and, despite the lukewarmness of the faculty to the plan, finally voted to grant the petition. To put the plan into effect, beginning with 1835 every member of the graduating class was allowed to speak at Commencement, but none of the special distinction, formerly so highly prized, was given to any individual. The board heroically determined that the Commencement exercises, if necessary to accommodate all speakers, might extend through two days. That was not found to be requisite, but in 1835, at morning and afternoon sessions, no less than forty-nine graduates exhibited their oratorical skill, while in the next year the number was forty-seven. With the growth of the classes, it being found impracticable to continue this system, some sort of selection was evidently required, and in 1839 the highly original scheme was adopted of choosing by lot those members of the class who were to speak. This plan was followed throughout the remainder of the administration, the number of speakers selected varying from eighteen to thirty. In accordance with this system, it might happen, and frequently did, that the most idle and stupid members of the class were given the opportunity to display themselves on the platform to their admiring friends, while the scholastic stars had to abide in gloomy silence.

Whatever we may think of the validity of the principle underlying the new system, no question can exist of the courage which was required to put it into operation and to maintain it under attack. At this time scholastic honors were the only honors which an undergraduate could attain. The many other means of distinction, which have since risen, were then unknown. Ambitions which were to be satisfied could only be satisfied by college appointments. Other institutions were conducted on the theory that ambitions, properly

directed, were admirable incentives to excellence. To number the ambitious among those who are animated by improper motives, to deny to excellence all recognition of excellence, to do this alone while all other institutions were working on the more attractive opposite of this theory, to persist in the plan against both ridicule and vigorous opposition, certainly implied a confidence in the soundness of the principle which removed it from the realm of doubt, and an inflexible firmness in holding to it regardless of unpleasant consequences. Of that confidence and that firmness Nathan Lord possessed an abundant share.

At first the experiment seemed to be a success. The examining committee of 1839 referred approvingly to "less nervousness on the part of the students" and "a smaller tendency to hopelessness & despair on the part of the mediocre." President Lord ascribed the material prosperity of the institution in the later thirties to the action of the trustees in dispensing with the "usual motives of ambition & substituting the simple and more unquestionable excitements of moral truth, with the sanctions of law." He warned the board, however, that the unusual flocking of undergraduates to Dartmouth, at the expense of other institutions, could not be expected to continue, as these sister colleges would soon discover the secret and adopt the new principle as their own.

This pleasant course soon encountered a rude interruption. When, in the early forties, student attendance decreased as rapidly as it had risen, the president was at some loss to explain the decline in the drawing power of the system. No competing institution thought well enough of the plan to adopt it. Outside observers were not impressed by its value, Ralph Waldo Emerson, for instance, rudely referring to it as "an old granny system." In one case it alienated a prospective donor through feelings of antagonism aroused by the bad luck of a favorite son in the commencement lots. The examining committee of 1844 hinted that the system should be so modified as to permit grades to be announced publicly in chapel, and that of 1845 attacked it strongly on the ground that good scholars were repelled from the institution, which thereby suffered in reputation and interest. Another committee, in the same year, mourned the disproportionate number of students in the "medium

degrees" and assigned the blame to the absence of the element of competition. In 1844, the faculty submitted a memorial to the trustees in which its members protested that "more efficient means of intellectual and moral excitement must be introduced into our system of instruction & discipline." Although the college was working quietly, they said that there was "less literary enthusiasm, less manly moral sentiment, less sensibility to the esteem of cultivated and good men than might reasonably be expected with our means." Specifically, they criticized the "non-ambitious" system because of the lack of inducement afforded by it to punctual observance of laws, particularly those relating to absence; because of the lack of "excitement" to earnest and patient study; because of the slight prominence given by it to the influence of the faculty (that body having no honors to distribute, the students distributed their own on a basis entirely consistent with habits of inaccuracy and indolence); because the faculty was made responsible for a system to which it was opposed; because an important inducement to attract young men of genius to the college was disregarded. The teaching group recommended the adoption of a careful marking system, a public reading of the merit roll after each examination, and the attainment of a definite standard of merit as requisite for commencement appointments. The memorial was a lengthy document, but the counter-memorial of the president was even longer. He discussed the matter in great detail with arguments which had become familiar, and vigorously opposed any modification of the system, no matter how slight it might be. The fairness of mind, always characteristic of him, was in evidence, however, in his expression of regret at differing from the entire teaching body, and in his earnest request to the trustees to take into consideration the amount of experience which the faculty had as teachers and, perhaps, the effect of the system upon their personal interests, as much greater than in his own case. The board stood by the president and refused the request of the faculty. The latter body, evidently deeming protests to be hopeless, made no further remonstrance during the remainder of the administration.

In 1858, however, the alumni in the vicinity of Boston signaled their advance to the status of a definite organization by a memorial

to the trustees in which they asked for a restoration of the competitive system and, particularly, the institution of prizes and prize scholarships. The president at once prepared a reply, this time a printed pamphlet of fifty-four pages. Again the trustees stood by the executive, but in 1859 one of their own number introduced a motion looking toward the restoration of honors. The majority was still loyal, however, and nothing came of the proposal. The system lasted as long as did the president. It is to be inferred that the trustees were more influenced by a sense of loyalty to the head of the college than they were convinced by his arguments, for a year after his withdrawal from office his cherished principle was abandoned.

During this period the college was generally regarded as the most rigid of educational institutions in its adherence to the orthodox theology traditional to New England. It is true that the charter forbade the application of any theological test to undergraduates and made no theological requirements of faculty or trustees. There was no legal affiliation of the college with any church. Freedom from sectarian control was much stressed by the college authorities when it was thought that such assertions would be a value, but, as a matter of fact, in practice this freedom was entirely illusory. The struggle of 1815 had turned largely upon denominational differences. The outcome of the controversy had thrown the college under the protection of the Congregational church and had taken from it most other sources of patronage. The leaders of that denomination regarded it as their own institution, they felt a moderate sense of responsibility for its support and a very keen sense of responsibility that its course, from a religious point of view, should be along strictly orthodox lines. The trustees were entirely acquiescent to this tutelage, partly because they were themselves leading ministers and laymen of the denomination and therefore sympathetic to its pretensions, partly because there was no other group to which they could turn for financial support. The result was that, while theoretically the institution was entirely free from sectarian ties, it was actually as much under the control of the church as though the relation were one of binding legal affiliation.

The pretensions of ecclesiastical groups to a predominating voice in the guidance of the institution steadily increased during this

period. Members of the board were almost invariably selected with their theological leanings as the main factor for consideration. Persons otherwise highly competent for the work were rejected because of sectarian objections. In considering candidates for professorships, orthodoxy was regarded as an indispensable prerequisite; in the correspondence having to do with such appointments, more attention was given to that qualification or the lack of it, and more care was taken in arriving at correct information concerning it, than was devoted to any other of the qualities of the prospective professor. Thus there survives from 1860 a recommendation of a candidate for the chair of mathematics, written by a Congregational minister of New Hampshire. After a glowing eulogy of him as a Christian, a scholar and a teacher, a note of caution was sounded. The writer said he was not informed whether or not the candidate "agrees or disagrees with Brother Lee's peculiar views as set forth in his *Eschatology*," but he considered it highly important that the appointing power should fully inform itself on that point before proceeding to an election. In the case of the important Phillips professorship it was not considered safe to leave the matter to tacit understanding. When the chair was filled in 1849, after long search and careful examination of possible candidates, the trustees sought to protect themselves from all possible misunderstanding by passing the following vote:

Resolved that the Board have made the appointment of a Professor of Theology in the belief that his religious sentiments are in accordance with the compend of Christian Doctrine set forth by the Westminster Assembly of Divines in their Shorter Catechism, and that any material departure from that platform is deemed by the Board a sufficient ground of removal from office.

At the very end of the period, the initial impetus of the movement that finally drove President Lord from office was supplied by the Merrimac County Convention of Congregational Churches, although, it should be said, the objections urged against him were not theological in their nature.

Twice during this period the tendency to ecclesiastical domination brought on controversies which could hardly have been ad-

vantageous to the college. The most striking case was that of Benjamin Hale, who was appointed to the position of Professor of Chemistry in 1827. Although of Puritan ancestry, he became a member of the Episcopal church after his graduation from Bowdoin in 1818, and eventually received the orders of that denomination. Soon after his arrival in Hanover he began to hold in his own house evening services according to Episcopal forms, which were attended by Professor Oliver, also a churchman, and by a few students. Later, he transferred these services to the Medical building. Some members of the faculty objected to the use of a college edifice for such a purpose and in 1834 that body voted that "the President converse with Prof. Hale on the subject of his Sabbath evening meetings & endeavor to have them discontinued." President Lord found no difficulty in persuading the professor to yield to this request, although the services in Hale's own house were continued. The professor also organized a small group in Norwich, in which were included a few members of the Congregational church of that place.

This activity at once aroused unfavorable comment in diverse quarters. The Congregational minister at Norwich was extremely angry at the defection of a portion of his flock and voiced his complaint in clamorous terms. Hale himself evidently was not entirely discreet in his expressions of opinion. He showed his satisfaction over the Norwich converts rather too publicly and set forth, moreover, high pretensions to superiority over the evangelical ministers of the vicinity on account of the nature of his Episcopal ordination. The Congregational divines of New Hampshire were soon aroused to violent comment and, as a result of their representations to the trustees, the members of the board came to the annual meeting of 1835 fully determined to make an end of the reproach visited on the college. They proceeded in what they considered to be a very clever manner, not to remove Hale from his position, but to remove his position from Hale. On the plea that the department of mathematics and natural philosophy should be enlarged, they voted to appoint an adjunct professor in that subject, who was also required to devote a portion of his time to work in chemistry. The professorship of chemistry, being thus rendered superfluous, was discontinued. But at the same time the board revealed the hollow-

ness of its contention by being compelled to ask Hale, now without title or rank, to help them out for the time being by giving the lectures in chemistry in the medical session, immediately at hand.

The ineptitude of this action was much heightened by the way in which it was announced. President Lord, being called away from town upon the day after the meeting, informed the professor that an important action concerning his office had been taken by the trustees, the nature of which would be communicated to him by Mills Olcott, clerk of the board. As a matter of fact, after waiting for three days for information which was not vouchsafed, Hale was finally obliged to make personal inquiry of Olcott to find out what had been done. In the meantime, one of the trustees, in departing from town, gave the matter wide publicity by proclaiming loudly to his fellow-passengers on the stage-coach the dissatisfaction of the board with Hale because he had "devoted to the promotion of Episcopacy the time which he ought to have devoted to his professorship," and by calling for congratulations on the singularly adroit way in which the removal of the professor had been accomplished.

Naturally, Hale was not pleased. He did consent to remain through the medical term, but upon his departure at the end of that period he issued, in pamphlet form, a *Valedictory Letter to the Trustees of Dartmouth College*, in which he reviewed the controversy, defended his professorial work in Hanover, criticized the trustees for their lack of interest in the scientific departments, denied that he had ever made any attempt to proselyte students, and charged that the motive for his removal could only be ascribed to sectarian prejudice, exercised in a way contrary to the provisions of the college charter. The trustees made no open reply to the charge, but, in the course of time, a pamphlet appeared over the signature, "Alumnus," evidently issued under their inspiration. The unknown author chided Hale for not accepting his dismissal quietly and thus avoiding painful controversy; he professed high regard for the deposed professor as a man but pronounced him to be an inefficient teacher who neglected his proper duties to engage in preaching in quarters remote from Hanover; he accused him of being largely responsible for the disesteem into which, it was al-

leged, the scientific branch of the college had fallen. Moreover, the author asserted that a better teacher could be secured at a cheaper rate. Finally, he made the astonishing assertion that the move was really made to preserve the non-sectarian character of the college by the elimination of the denominational propaganda of the professor. To this production a devastating response was made in a third pamphlet signed "Investigator," apparently written by Professor Daniel Oliver. Most of the charges of "Alumnus" were proved to be perversions of the facts. Professor Hale was shown by the voluntary testimony of five-sixths of his pupils to be an effective teacher, his absences from Hanover were demonstrated never to have interfered with his college work, and the low state of the scientific departments was shown to be due, not to the inefficiency of the teacher, but to the parsimony of the trustees and to the lack of interest in science of both trustees and the majority of the faculty, an attitude which caused Dr. Dana, Hale's predecessor, to say that physical science at Dartmouth "was like a log anchored in the stream which served only to show its velocity." Finally Dr. Oliver asked, "If Hale had not been an Episcopalian & exhibited the zeal in propagating the prevailing religion which he is said to have shown for Episcopacy, would he have been treated as he has been?" To this question, which went to the root of the matter, there could hardly be more than one answer.

The pamphlet war aroused much comment in the press and a division of opinion upon sectarian grounds ensued, not dissimilar to that accompanying the troubles twenty years before. One journal pertinently asked whether it was henceforth to be illegal in Dartmouth to advocate the creed of him to whom she owed more than to any other man save Wheelock himself, John Wentworth. As a result of the controversy the college name became more than ever associated in the popular mind with a narrow and illiberal orthodoxy. There was nothing which could be done about it, however. Hale showed his versatility by stepping from the chair of chemistry at Dartmouth to the presidency and the professorship of evidences of Christianity at Hobart College, where he spent twenty-two laborious and useful years. In one respect the college profited. Hale had obtained \$1075 from his medical fees, in addition to \$200 as

salary from the college. His successor received the usual compensation of the professor, \$900, and was required to turn over to the trustees all the fees. This procedure Dr. Oliver scathingly described as securing a professor for the academic college and requiring the medical students to pay his salary, and he sarcastically inquired why all the academic professors should not be supported in a similar way, but the arrangement seems, after all, to have been reasonable enough. In another respect the hollowness of the case of the trustees soon became evident. Only two years elapsed before the professorship of chemistry had to be established once more, exactly on the former basis except in relation to salary. Moreover, the movement, if it had that purpose, was unsuccessful in checking the growth of Episcopacy in Hanover. But fifteen years passed before the establishment of St. Thomas' Church (1850) which, since that time, has been a potent influence in the community.

In 1849 another incident of similar character occurred. During that year Professor Alpheus Crosby, of the department of Greek, had published a pamphlet entitled, *A Letter of the Celebrated John Foster to a Young Minister on the Duration of Future Punishment*. In this production Crosby set forth views which were favorable to Universalism. During the same year another pamphlet from his pen also appeared, which was construed as an attack upon the American Tract Society, a subsidiary of the Congregational church. The attention of the trustees was immediately drawn to these heterodox productions. One of them, the Reverend Nathaniel Bouton of Concord, New Hampshire, wrote to another, Samuel Fletcher, in the following terms:

I confess that it is to me a matter of deep regret that a man holding the position of Prof. Crosby should depart from his appropriate professional duties, and put forth theological tracts in opposition to the sentiments which the patrons and trustees of the college have ever maintained. And as you will see that he does this gratuitous labor "under a strong sense of duty" and to "satisfy the demands of conscience," it is to be expected that the same "sense of duty" will urge him forward still further. To me, therefore, it becomes a great and important question, whether the Trustees of the College

have not also a "duty" to perform and a "conscience" and also a Christian public to "satisfy" in regard to this matter. I hope, my dear sir, that, as one of the senior members of the Board, you will give the subject your mature thought.

The board assembled for its Commencement meeting with the evident determination that drastic action should be taken.

It happened that at this time Professor Crosby had become weary of his teaching duties and, being in comfortable financial circumstances, had determined to retire; hoping, however, to retain a nominal connection with the college, without salary. If no attack had been made upon him because of the pamphlets, the trustees would have been rid of him without any protest on his part. But, being placed under fire, he returned a highly evasive answer to the board's request that he should resign. Whereupon that body passed a resolution containing the following clauses:

And whereas it is further represented that Prof. Crosby, during the time during which he has thus been absent from the duties of his office, has caused a pamphlet to be published containing an attack on the publications of the American Tract Society, which places him in a hostile attitude toward that Society, and may thus lead indirectly to bring the College into disrepute with the members of that Society on account of the connexion of Prof. Crosby with the institution.

And whereas the Board cannot recognize a right in any of its Professors or Instructors to depart from their legitimate employment and make an attack on any body of Christians which may in its results be prejudicial to the interests of the College.

These and other reasons seemed to the trustees to be sufficient to warrant Crosby's removal and they set a time for him to appear, if he wished, to show cause why that action should not be taken. The notice of this resolution reached the professor at nine o'clock in the evening, while, by the terms of the vote, the hearing was set for half past eight on the following morning.

Naturally, this action of the board put Crosby into a very unpromising frame of mind. He immediately withdrew all mention

of voluntary resignation, defended himself vigorously against charges of neglect of duty, and stated defiantly that his attitude on theological problems, and his activity in sectarian controversies, were matters with which the board had absolutely no concern. The stage was thus prepared for another controversy, with excellent material in prospect for a heated discussion in the public press. But the trustees had evidently learned something from the case of Hale concerning the undesirable results of such publicity, and accordingly assumed a more conciliatory attitude. President Lord was asked to interview Crosby and to ascertain if some peaceful solution could not be arranged. When the dispute was thus brought to the point of face-to-face discussion, it was easily settled. It was agreed that all charges and votes of the board against the professor should be withdrawn, while he, in turn, promised to resign, with the understanding that the trustees should retain his name on the faculty rolls as professor emeritus. Crosby thus gained all the points for which he had been contending and the trustees likewise secured what they really wanted, relief from the reproach that a heterodox professor was an active member of the teaching staff of an orthodox college.

Through this period, as in the earlier ones, the college calendar was primarily designed to accommodate the students who were compelled to supplement their incomes by teaching. In 1834, Commencement was moved from late in August to the last Wednesday in July. The arrangement of terms and vacations, settled upon in 1835, continued without much change through the remainder of President Lord's term. Commencement was followed by a vacation of four weeks. The fall term began about September 1 and lasted until November 25. Then ensued a vacation of seven weeks, followed by a winter term of seven weeks, at which, however, attendance was not required of those who were engaged in teaching. Such men, therefore, had over three months of free time for their work. Early in March the college, as a whole, was once more on the ground and the exercises continued until Commencement without interruption except for a recess of two weeks in the latter part of May.

The short winter term was always a problem. More than half the students were absent, during that period the work assigned was

not required of those who were teaching, class lines were broken down, the faculty was not anxious to conduct these perfunctory courses, part of the instructing force, in regular rotation, was excused each year, and the subject matter was selected mainly to fill the time rather than from its intrinsic importance. As a result, the work seems to have been of the most superficial character. The undergraduates were well aware of this weakness, and a large portion of those who were not teaching made every effort to avoid the necessity of attending during this time. The faculty, however, was very strict and no excuse for absence, other than that of a teaching position actually in hand, was ordinarily accepted. The lack of profit which, in the student's mind, resulted from attendance at this session, together with faculty insistence that the rules must be obeyed, brought about constant friction between students and teachers, a situation which seems to have been highly unnecessary.

During so long an administration as that of President Lord it is obvious that marked changes should take place in the personnel of the governing board and of the teaching force of the college. As a matter of fact, not a single trustee, administrative officer or member of the faculty who was in office at the president's accession in 1828 was connected with the institution at his resignation in 1863. He had survived them all. Of the "octagon," which contended so steadfastly for the integrity of the college during the controversy of 1815, but two were in office in 1828; Judge Paine and Charles Marsh. The former resigned in 1829, but the latter remained on the board until his death in 1849, a term of service of forty years, during which he was a constant attendant at meetings of the board and a constant contributor to the progress of the college. Perhaps no trustee ever gave to Dartmouth longer and more valuable service. Mention should also be made of the passing of Mills Olcott, who died in 1845, leaving both college and community the poorer for his loss. In all, thirty-one persons (aside from the successive governors of New Hampshire) were associated with the college as trustees during the Lord administration. Space does not permit the recital of the complete list of names, but mention should be made of the services of Edmund Parker of Nashua 1828-56, and Judge Joel Parker of Cambridge, Massachusetts, 1843-59, brothers, both

distinguished in the law; of the Reverend Nathaniel Bouton of Concord, 1840-77, long clerk of the board; of the Reverend Zedekiah Barstow of Keene, 1834-71; of the Reverend Samuel Delano of Hartland, Vermont, 1834-66, who, from his proximity to Hanover, was frequently appealed to by the president for advice; of Samuel Fletcher of Concord, 1835-58, and Judge Richard Fletcher of Boston, 1849-57, influential during their respective terms; and of the downright and positive Amos Tuck of Exeter, 1857-66.

Timothy Farrar, 1806, had succeeded Mills Olcott as treasurer in 1822. He resigned in 1826 and Professor William Chamberlain then filled the office until his death in 1830. Ira Perley, 1822, who afterwards attained distinction in the law, eventually becoming chief justice of the Supreme Court of New Hampshire, was treasurer from 1830 to 1835. He was followed by Daniel Blaisdell, 1827, a local attorney, who held the office for forty years.

At President Lord's accession the membership of the academic faculty was as follows: Roswell Shurtleff, 1799, a member of the staff of professorial rank since 1804, now Professor of Moral Philosophy and Political Economy; Ebenezer Adams, 1791, Professor of Mathematics and Natural Philosophy since 1810; Charles Brickett Haddock, 1816, Professor of Rhetoric and Oratory since 1819; William Chamberlain, 1818, Professor of Latin and Greek since 1820; George Howe, Middlebury, 1822, Professor of Divinity and pastor of the church since 1827. In addition, two members of the medical faculty gave instruction to academic undergraduates, viz.: Benjamin Hale, Bowdoin 1818, Professor of Chemistry, and Daniel Oliver, Harvard 1806, Professor of Intellectual Philosophy. One tutor was also on the faculty rolls.

Change was rapid in the first years of the new administration. Within ten years only one member of this group, Professor Haddock, was still associated with the college. The youngest men were the first to go. In 1830 Professor Chamberlain died at the age of thirty-three, worn out by the labor heaped upon him. In addition to his professorship of Latin and Greek, he was treasurer and had taken over the difficult task of overseeing the construction of Wentworth and Thornton Halls. He was succeeded in 1831 by Calvin E. Stowe, Bowdoin 1824, best known as subsequently the husband of

Harriet Beecher Stowe. Stowe resigned in 1833, and was followed by Alpheus Crosby, 1827. The professorship was divided in 1835, and Edwin D. Sanborn, 1832, became Associate Professor of Latin, to be advanced to a full professorship in 1837. Crosby retained the chair of Greek until resignation in 1849, when the professorship was assumed by John N. Putnam, 1843, and occupied by him until his death in 1863. Sanborn, upon his resignation in 1859 to assume a professorship in Washington University, St. Louis, was succeeded by Charles A. Aiken, 1846.

The year which brought the death of Chamberlain, also saw the retirement of Professor Howe. The work of his professorship, together with the duties of his pastorate, proved too severe a tax upon his health and he resigned the chair of theology in 1830. Subsequently, he was connected with a theological seminary in Columbia, South Carolina, for fifty-two years. The chair of divinity was not filled for nineteen years, although during that period at least two persons refused appointment to the office. The teaching, so far as it related to moral philosophy, was done by the president. In 1849 the Reverend Daniel J. Noyes, 1832, then a minister in Concord, New Hampshire, accepted the position and retained his active connection with the college until 1883.

Professor Adams resigned in 1833. The professorship of mathematics and natural philosophy was then assumed by his son-in-law, Ira Young, 1828. The duties were divided in 1838, Young continuing as Professor of Natural Philosophy and Astronomy until his death in 1858. Thereupon a further division was made. James W. Patterson, 1848, was transferred from the associate professorship of mathematics to that of astronomy and Henry Fairbanks, 1853, became Professor of Natural Philosophy. Stephen Chase, 1832, was Professor of Mathematics from 1838 until his death in 1851, and then the chair was occupied, in turn, by John S. Woodman, 1842, from 1851 to 1855, by James W. Patterson, 1848, from 1854 to 1859, and by John R. Varney, 1843, from 1860 to 1863. Professor Woodman was transferred to the chair of civil engineering and the directorship of the Chandler School in 1856, a position which he retained until 1870.

The last of the older generation to give up his college duties was Professor Shurtleff, who resigned in 1838. Whereupon, Professor Haddock was transferred to the chair of intellectual philosophy and political economy. His services in that capacity really terminated in 1850, when he was appointed, through the influence of his uncle, Daniel Webster, *Chargé d'Affaires* to Portugal, but he did not resign until 1854. Clement Long, 1828, took his place in 1854 and retained the professorship until his death in 1861. Owing to the financial embarrassment of the institution, the chair was then, for a time, left unfilled. The professorship of rhetoric and oratory, vacated by Haddock in 1838, was taken over by David Peabody, 1828. Upon his death in 1840 it was assumed by Samuel G. Brown, 1831, a son of the third president, and retained by him for the rest of the period.

Upon the enforced departure of Benjamin Hale, the instruction of chemistry in both medical school and college, and of geology in the latter institution, was entrusted to Oliver Payson Hubbard, Yale 1828, who was pupil, assistant and son-in-law of the eminent chemist, Benjamin Silliman. He commenced his duties in 1836, retained his connection with the academic department until 1866 and with the medical school until 1883, and was professor emeritus until his death in 1900. His name thus appeared on the faculty roll for sixty-four years, certainly a record for the college.

The faculty list for the period is completed by the mention of the Reverend William Cogswell, 1811, who held the curious position of Professor of National Education and History from 1841 to 1844, of John Baptist Torricelli, a graduate of the University of Turin, who was Instructor of Modern Languages in the Chandler School from 1852 to 1859, and of William A. Packard, Bowdoin 1851, who was appointed as the first Professor of Modern Languages in 1859.

During President Lord's administration twenty-five men held the position of full professor in the college. Of these, nineteen were graduates of Dartmouth. This tendency toward narrowness was not much relieved by post-graduate training of diverse characters received by these teachers. Seventeen of them pursued a theological course, although not all of them completed such work and, of the

seventeen, fourteen attended the Andover Theological Seminary. Six had held active pastorates. The normal preparation for a Dartmouth professorship was thus an undergraduate course in the college, in which the student attracted attention by the outstanding character of his work, and a subsequent course at Andover. The latter part of his training does not seem particularly suitable for the preparation of a teacher of mathematics or of the natural sciences, although Professor Fairbanks received at Andover alone whatever light was necessary to fit him for the duties of the professorship of natural philosophy. In general, however, the mathematicians and scientists (except Professor Hubbard) were self-taught, although their capacity was often tested by an apprenticeship in the position of tutor. Seven members of the faculty held these subordinate grades before being advanced to professorial rank, and thirteen (including some of the seven) had experience after graduation as secondary school teachers. Four had studied law and one was a doctor of medicine. The narrow range of professorial income generally did not permit the teacher to broaden his horizon by travel, to say nothing of attendance at foreign universities. One, however, Professor Aiken, had studied at Halle and Berlin, while Brown, Fairbanks, Packard and Woodman had visited Europe before entering upon their duties, and Crosby, Young and Putnam enjoyed similar privileges during their tenure of office.

The predominantly theological equipment of candidates for teaching positions is not to be ascribed entirely to the fact that practically no other method of academic preparation was available. As the first duty of the college was considered to be moral and religious instruction, it was obvious that the institution should turn to the moral and religious leaders of the community for its teaching staff. Professor Haddock, a voluminous writer upon the educational problems of the day, voiced the opinion of his colleagues and of the trustees in his statement that "the clerical office seems to be naturally associated with the office of instruction." He did not demand that all college professors should be preachers, he was even willing to admit that the proportion of ministers on the faculty might be too large, but he set his face firmly against the idea that the clergy should not have the predominating influence. Hostility to clerical

teachers as such he considered to be hostility to religion itself, and he proclaimed, "Let not an inch of ground be yielded so long as it can be maintained. The interests of liberty, of truth, of the soul are concerned in this issue." Obviously he did not countenance the theory of the elimination of sectarian religion from direct connection with higher education, as was proposed by Jefferson in the establishment of the University of Virginia. "His principles and personal influence," said Haddock, "have done more than those of any other individual in promoting the popular errors at this time prevalent in the country on the subject of moral and religious institutions." And when the richest man in America, Stephen Girard, left his fortune for the establishment of an educational institution across the threshold of which no minister of religion of any denomination was ever to be allowed to pass, the indignation of the professor was too deep for adequate expression.

While we may not in all respects agree with the reasons advanced for the dominance of the theologian in the faculty, it seems nevertheless to be true that the schools of divinity offered the only formal training for professorships which could be secured. Except for the absence of mathematics and the natural sciences, the subject matter studied in the seminary was largely that which would equip the college teacher, directly or indirectly, for his future work. And there was no other institution in which a similar result could be obtained. The embryo college teacher must either secure his preparation there or work it out by himself, unaided by others. Moreover, despite its limitations, certain advantages were gained by this uniformity of outlook on the part of the teaching staff. Among the men who, with this preparation, became members of the faculty of the college, entire agreement existed as to the purpose of the institution as well as complete lack of doubt as to the particular tasks required of the college teacher, and the whole-hearted purpose to direct their efforts to the attainment of the common end. Their ideal of the Dartmouth graduate was a man of high moral and religious feeling, with a mind disciplined by rigorous study, and a mental curiosity aroused to a wide variety of interests. That ideal, of course, they did not hope in all cases to reach, but to that end they planned the machinery of the college. Most of all, they

endeavored to gain their purpose by being themselves examples of the ideal which they set for others. Even the ready transfer of a professor from the teaching of one field of knowledge to another quite diverse in character, a practice which we interpret, perhaps with some reason, as being due to superficiality of acquirement on the part of the teacher, at least was possible only with men whose minds were alert with interests of wide range. Nor was there any tendency on the part of these teachers to avoid the more irksome and to select the more pleasant parts of their tasks. Largely through pecuniary necessity, at no time during the period were more than one or two tutors employed, and often there were none. As a result, every student, the freshmen and sophomores as well as the members of the upper classes, received nearly all their instruction (although often in divisions impossibly large) from teachers of the highest academic rank. Among the professors themselves there was no feeling that the work of elementary courses and the care of undeveloped students were beneath their dignity. Such tasks were regarded as a part of the work of the day. Moreover, sound scholarship, which under these circumstances would seem hardly possible of attainment, was not entirely neglected. Professor Crosby was among the foremost Greek scholars of his day in America, nor were the attainments of his successor, Professor Putnam, much less real. Professor Sanborn's qualities were high, as were those of Professor Long. From a scholastic point of view, most of the others were at least adequate for their tasks. All in all, the Dartmouth teachers of the time constituted a strong faculty, a group which made a definite and positive impress upon the students under its charge. We may consider ourselves fortunate if, in modern times, we have instructors in the college as highly successful as were the best of these men, although we may indulge in the consoling thought that probaby there are none who descend to the abysmal depths of the poorest of them. The estimate of Amos N. Currier, 1856, written fifty years after his graduation, is so well supported by the judgments of others that it may be regarded as convincing:

Most were well versed in their specialties and four or five, including President Lord, were really able men and one, the professor of

Greek, (Putnam) was the most capable and stimulating instructor I ever knew. As a body, they gave the College an atmosphere of culture, refinement and mental alertness, their habits and manners were good models for conduct, and the ideals they set before us were an inspiration to an earnest participation in the world's work with the highest aims."

It must be admitted, however, that this effective group did not always show the highest intelligence in the technique with which their duties were performed. The provinciality of their point of view and their unduly conservative tendencies are to be ascribed to the narrow range from which they were selected and to the uniformity of their environment, rather than to any weakness of their own. But it seems that they might have exercised a higher degree of intelligence in the ordinary management of the classroom. It was still the accepted theory that lessons were to be learned, and that the recitation had for its purpose merely to ascertain whether or not that end had been gained. As a result, the student became really awake in the class only during the period when he was actually reciting and lapsed into indifference during the remainder of the exercise. The pertinent criticism of an examining committee that the "mind of the class" was not at all times at work has already been cited. Sometimes students coming from academies where really fine teaching was being done were critical of their college instructors. Thus Samuel H. Willey, 1845, who had profited at Meriden by the oversight of that skilled teacher, Cyrus Richards, commented as follows on his college exercises:

In these recitations there was very little teaching. In the Academy at Meriden, Cyrus Richards had taught us. He taught us how to get a perfect lesson. But our professor sat in his chair and called us up one by one with little cards,—a division of perhaps thirty students, as many as he had time to hear,—and the students recited. If he recited correctly the professor indicated it by a dot on the card; if imperfectly, by a different dot, and that was the end of it. It was taken for granted that the student had learned his lesson, and that he was present at the recitation not to be taught anything.

Probably this description does not represent the type of recitation conducted by all instructors at all times, but, in general, it indicates correctly enough the nature of the exercises. The wonder is that under such a system the teacher acquired any influence at all.

Teaching was not the only duty of the professor. He was also required to be a detective, sheriff, prosecuting attorney, and judge. No dean or other executive officer existed (save the president) and all decisions concerning the operation of the college had to be considered by the faculty as a whole. The teaching body guarded jealously its right to participate in the settlement of all questions of interest, ranging from the proper punishment to be inflicted upon a student who was fattening a hen in the closet of his dormitory room to an entire readjustment of the curriculum. Faculty meetings consumed no small proportion of the teacher's time. For example, in the year 1828-29 there were fifty-one of them, while in 1832-33 there were sixty-eight. They were usually held in the president's study and evidently, at times, were marked by much debate and wide differences of opinion. Cases of discipline occupied the greater part of the time, and the records show a vacillation in first inflicting penalties, then modifying the vote, postponing its application, perhaps eventually repealing it altogether, similar to that which would result if the same method of administration were employed today. It was also the practice at certain meetings to "read the catalogue," with a call for comments by any professor who had information concerning the "moral delinquencies" of any student, and an assignment of those charged with such offenses to "individual officers for conversation, advice and reproof." Moreover, at the beginning of the year, the village was divided geographically, and to each professor was assigned a section of it. It was his duty to visit the rooms of all students located in his area at least once a term, acting partly as a spy, partly as an inspiration to good. Matters not related to discipline occupied a smaller portion of the time, but the faculty as a group had a range sufficiently varied. They dealt with the assignment of scholarship grants; they heard second examinations of students who had failed in the first attempt; they supervised the work of the inspector and voted on repairs to buildings; they debated upon and decided changes of text books in individual

courses; they discussed new subjects to be studied and the division of time among existing subjects; they considered "measures to be taken in regard to cholera"; they petitioned the Postmaster General that the post office in the village be removed from a "grocery" (which seems to have been a "groggery"); they placed a ban on dancing schools; they admonished the senior class not to create noise by "whispering and talking with the ladies during the Commencement exercises"; they voted to ask Professor Peaslee to deliver a lecture to the students "on the use of tobacco" and Professor Haddock one on "general deportment"; they took measures "to expel boys who sell fruit and candy to the students from the college yard"; they voted to allow an afternoon holiday in order that the students might have an opportunity "to attend the menagerie," but refused to allow to the seniors similar time for a squirrel-hunt; they authorized the "purchase of twelve boxes of crayons for the use of the Chandler School and College"; they asked the president to "advise" students who spent too much time in the practice of music; they united with the students in extending an invitation to Mr. Everett to deliver before the college his oration on the character of Washington; and they passed many other interesting votes which must be lost to fame for lack of space to record them here.

Sometimes the trustees were mildly critical of the faculty. In 1834 the following resolution was passed by the board:

Voted that in the opinion of this board it is extremely desirable that most of the Faculty be present on the Sabbath to exert a healthful moral influence upon the young men of this college.

Even with a highly theological faculty, it was not always easy to persuade individuals to attend morning and evening prayers. In 1845 the matter was put in definite shape by a faculty vote which assigned to each professor certain days of "compulsory chapel." Seven members were at that time on the faculty roll, so that each had allotted to him one day each week for required attendance, the other days being left to his individual conscience. The financial difficulties of 1842 led the trustees to pass a vote in which admonition and appeal are curiously mingled:

Resolved, that the Board of Trustees regard the members of the Faculty of the Institution as salary officers, and that the Board to some extent have a claim on their time and exertions for the benefit of the Institution even out of their particular department when called for by any occasional and special exigency to administer instruction to other than the particular classes assigned to each, and the Trustees would affectionately entreat the respective members of the Faculty to unite as a band of brothers, especially in this time of unprecedented pecuniary distress, and divide the burdens of such labor among them without expectation of further compensation.

As the regular salaries were lowered at this time, the "expectation of further compensation" might well have been considered illusory.

Some of the members of this faculty group served the college so short a time, or were otherwise of an influence so minor, as to require at this point no particular consideration. The terms of service of others of high influence, like Professors Sanborn and Noyes, extended well into the following period and discussion of them may be deferred until a later chapter. But no picture of the college can be complete without consideration, in some detail, of the leading members of the teaching staff during this time. It is not an easy matter, however, to arrive at an estimate of them which can be considered entirely reliable. The funeral eulogies delivered over these men are perhaps the most misleading source of information, but they are not much more deceptive than are the descriptions of alumni, recorded years after their college course, when the mellowing effect of time had served to dim the sharp outlines of original impressions and to shed too rosy a light over recollections of the past. Equally misleading are the biting contemporary comments of undergraduates, inspired by temporary pique or by malice, which have survived the passing of the years. From this conflicting evidence, to arrive at conclusions which bear some approach to the truth is far from easy; to make the picture exact is probably quite impossible.

Mention has already been made of the handsome figure, the ingratiating manners and the personal charm of Professor Haddock.

He continued to be a leading member of the faculty through the greater part of this period. His courtesy was considered especially worthy of note. Charles Caverno, 1854, comments upon his habit of "saluting every Freshman on the common and elsewhere with lifted hat and graceful bow which would have been the despair of Lord Chesterfield." His colleague, Professor Brown, speaks of him as distinguished for courtesy and sympathy, urbanity and elegance of manner, charity and candor of judgment, and sets forth, as his leading characteristics, cheerfulness, balance, and active public spirit. As a teacher he was not regarded as exacting or stimulating but "careful, clear, distinct and compelling." He was lacking in ambition and was sometimes accused of being deficient in industry, but his personal hold on the undergraduates was unquestioned. Almost alone among his colleagues he seems never to have been subject to scurrilous attack in the student "scandal sheets" of the time. Nor was his popularity with the members of the teaching staff much less real, as is evidenced by the fact that for much of the period he received a salary considerably in excess of that of the other professors, without (so far as is recorded) protest against it being advanced by any of them. In 1838 he was offered the presidency of Bowdoin College, which he declined. Early in his teaching career he "adopted the resolution never to refuse to attempt anything consistent with my professorial duties, in the cause of learning or religion, which I might be invited to do." As an attractive speaker, he was in demand on a great variety of public occasions. For four successive terms he was a member of the state legislature and was one of the most active leaders in forwarding the movement for the introduction of railroads into the northern country. In 1846 he published a volume of *Addresses and Miscellaneous Writings*, a collection of thirty-three articles and speeches on religious, educational and political topics, which, read today, (if allowance is made for the ornate language characteristic of the period) is still not without a measure of charm. In 1850 he was appointed Chargé d'Affaires at Portugal, and his active service of more than thirty years for the college came to an end.

But attractive characters are seldom entirely without a flaw. In his case the glaring defect was a complete lack of pecuniary sense.

A man of the highest moral principles, he sometimes followed financial courses highly unethical, apparently without the remotest idea that they were unethical at all. He was continually involved in debt and continually obliged to employ all his charm of manner to extricate himself from pressing difficulties, often with shining success. Thus, on one occasion, an irate creditor, who had boasted that he, for one, would collect from Haddock, upon leaving the study of the professor was shamefacedly compelled to admit that not only had he failed in his quest, but had been induced by the charming urbanity of his debtor considerably to increase his loan. At another time the trustees were compelled to rescue him from impending imprisonment for debt by taking over his most pressing liabilities. Finally, after his appointment as *Chargé d'Affaires*, while on leave of absence from the college he so involved the trustees in embarrassment by the unauthorized purchase of a large collection of books in Europe, under a financial arrangement that in a person of less elevated moral principles would be considered as pure chicanery, that their patience was exhausted, and their anxiety concerning the errant professor became finally limited to an intense desire that his connection with the college should terminate. His resignation was secured in 1854. He returned to this country in 1856 and passed the remainder of his life, until his death in 1861, in retirement in West Lebanon.

As a child, Alpheus Crosby, younger brother of Dr. Dixie Crosby, was a striking example of infant genius, without possessing any of the unpleasant qualities usually associated with precocity. In every respect he was a normal boy except in the remarkable ease with which he mastered the lessons assigned him. At the age of ten he was fully prepared for college, although he did not enter until he was thirteen. Upon graduation, he served for three years as tutor, then, after a course at Andover, was appointed Professor of Latin and Greek in 1833 when but little over twenty-two years of age. He soon won the respect of the students and is referred to by one of them as "the critical, genial, smiling professor." This student also asserted "I do not believe there has been a better professor of Greek since." On the other hand, another, at a later date, said of him, "he was among the foremost scholars of that day and was an author of

generally accepted text books in the Greek language, but I cannot say that he ranked high as a teacher." There was no dispute as to his scholarship and his productivity was greater than that of any of his colleagues. Ten volumes of texts in Greek, Latin and mathematics came from his pen, among them a Greek grammar widely used throughout the country. The circumstances of his resignation in 1849 have already been recounted. At a later time he served for many years as Principal of the Normal School in Salem, Massachusetts. He died in 1874.

Ira Young, son-in-law of his predecessor in the chair of natural philosophy, Ebenezer Adams, seems to have been a man of sound common sense, unaffected manners, and pleasing personality. His success in raising the material aspect of his department to respectable standing has already been recounted. He was a sound, if not particularly inspiring, teacher. According to the opinion of the Reverend Samuel H. Willey, 1845, Young and Sanborn were in his day the two "characterizing professors" of the college. "They were both in the prime of life and made the college more influential upon the character of the students than any others. They were social and approachable and exerted an excellent influence, intellectually and morally." Young died in 1858.

Professor Oliver Payson Hubbard was less successful in raising the material standard of the department of chemistry than was Young in physics and astronomy, but he was a man of enterprise, as is shown by his initiative in securing the Nineveh tablets and the Hall collection of minerals. As has been already pointed out, his department was more often subject to the criticisms of examining boards than was any other, but the evidence at hand reveals that he was not entirely without success as a teacher. Thus one student testified that he never knew one of the professor's experiments to fail, surely a statement which can be truly made of few lecturers in chemistry, and another asserted that "none excited more interest in class, not a recitation passed but students wished it longer." The miserable material facilities with which he worked made any success that he may have attained all the more noteworthy. He was somewhat dissatisfied with the stipulation that the fees received by him from medical students must be turned over into the college

treasury. While this was the basis of the understanding upon which he came to Hanover, it was contrary to the practice of other institutions having medical departments and he considered himself ill-used. Hubbard was frequently the butt of student jocosity. This was in part due to a reputation for closeness in matters of money, but more to the fact that his wife eked out the family income by conducting a school for girls in Hanover. Two institutions of this kind, commonly referred to as "nunneries," existed in the village. The undergraduates were somewhat curious about these seminaries, and at times mentioned them in terms which were not strictly proper. The perfectly innocent professor, living in these surroundings, was thus made the victim of imaginary anecdotes of a surprising character, with startling effect. In his later years Hubbard, who possessed an astonishing memory for details, became a storehouse of recollection of incidents in the community for years before. He did not die until 1900, but in the latter part of his life he no longer resided in Hanover.

Stephen Chase held, perhaps, a more difficult position than did any of his colleagues. To him fell the required work in algebra, analytical geometry and calculus, subjects which many of the students found irksome and which they tried to shirk as much as they could. The professor was a man of keen and incisive intellect, intolerant of laziness and pretense, and utterly incapable of concealing from them his opinion of his pupils, whether that opinion was favorable or otherwise. As a result, the widest diversity of sentiment concerning him was held among the student body. The name which they generally applied to him was "Bruin." Harvey C. Wood, 1844, described him as "tall, slim, sandy complexion, red hair. It was difficult for him to control his countenance, whether pleased or otherwise. He was a trial to some of us who with undergraduate unfairness said that he was partial—but the professor was a fine teacher and entirely fair, I know." William Badger, 1845, during his college course wrote as follows: "Prof. Chase is the man who although sometimes called cross by some, yet he is one of the best fellows in the land in the shape of a teacher; if students study he will use them like men, but if they idle away their time as some do he will 'screw' them the way not slow." On the other hand, the Reverend Samuel

H. Willey of the same class, writing more than fifty years later, looked back upon him with little favorable regard. At the students who became confused in recitation "he would sit & launch his sarcasm in cutting terms, begetting in the normal student a sense of loss of self-respect—as if he were really the inferior being intellectually which the Professor's talk would seem to imply. There was a refined cruelty in this that the man did not intend but that made his recitation room dreaded as a place of torture." President Lord said of him, "I should have dreaded to have been taken by Professor Chase to the blackboard unless I had a good lesson or a good conscience, and I could not have been sure that the latter would have availed me without the former." Perhaps, after all, there is nothing contradictory in these estimates. Professor Chase was the author of a textbook on algebra, which was used in his classes and which was anathematized by idle students in much the same terms as those applied to the professor himself. He died in 1851. In his eulogy, President Lord said of him, apparently with justice, "He was scarcely thirty-eight years of age, yet he was old if we measure time, as scholars should, not by the motions of the heavenly bodies, but the succession of ideas."

Of Samuel G. Brown as a teacher even the favorable accounts are not particularly enthusiastic. He is described as "popular with the class" and "a faithful teacher." The classbook of 1863 is less commendatory, describing him as "a learned man of easy but formal speech," who never "enthused his class," in whose recitations "little was said or done outside the text book," making the exercises "as even as Sahara desert and almost as dry." Personally, he was "distant and unapproachable." Concerning his high merit as a writer of English prose and of his ability as a speaker, there was no difference of opinion. He was in constant demand for such efforts. He wrote a life of Rufus Choate and edited his works, and at his death he left unfinished a biography of George P. Marsh. In 1867 he became president of Hamilton College, retaining that position until 1881. He died in 1885.

At the end of the period the most popular of the professors was James W. Patterson. At that time he was in the prime of life, "tall, well-proportioned, florid of complexion, his face not handsome but

giving a favorable impression as soon as he began to speak." President Lord was not convinced of his entire competency as a teacher, particularly in the department of astronomy to which he was transferred in 1859, but the students were well pleased with him. They considered him to be a "careful instructor, versatile in thought and courteous in manner." But it was as an orator that his fame was acquired. His fine presence, his clear, pleasing voice, his readiness of language and his animation and fire, made him, in the minds of the undergraduates, the best speaker of his time. During the exciting moments of the Civil War, the students would go *en masse* to his house for a speech, and at times, according to the editor of the classbook of 1863, the orator would become so "fired up to an extreme tension that his language . . . was the most eloquent I ever heard fall from mortals' lips. How the boys did cheer him!" His fame soon penetrated beyond Hanover; in 1862 he was elected to the national House of Representatives, and re-elected for the following term in 1864. His connection with the college ceased in 1865. In 1867 he became a member of the Senate of the United States, serving until 1873. His political career terminated, less satisfactorily than it had begun, by involvement in the scandals of the Credit Mobilier. After retirement from the Senate, he lived in Hanover, serving as State Superintendent of Public Instruction from 1880 to 1893. In the latter year he was appointed Willard Professor of Oratory in the college, but he died shortly after entering upon the duties of the office.

Of all these men, however, the most generally esteemed was the Professor of Greek, John N. Putnam. Regarding him no differences of opinion seem to have been entertained by the students, all references being couched in terms of affection and of the highest praise. He was not only highly distinguished for his scholarship, but he took a keen interest in many other activities of diverse character, such as music and the training of the local military company. John Scales, 1863, says of him:

His character was perfect; his face of rare beauty shone with kindred helpful thoughts for every one, his wonderful perception of scholarship, his ready and apt illustrations of points of history,

biography, antiquity and literature were delightful. He had wavy black hair, large dark eyes and his face was a picture to look at and admire. What he said was never perfunctory, never dull. Out of the class room he was brimming over with fun, puns and exquisite good humor. No one can compute the good he accomplished.

In another reference his "perfection of scholarship" is noted, and likewise a "charm that would shame the most lazy, dull and impudent student to do his best. No student ever tried to play tricks upon him, they liked him too well for that." These enthusiastic accounts are perhaps lacking in fine discrimination, but they give us the impression which the professor made upon successive generations of undergraduates. His end was tragic. In 1863, stricken with tuberculosis, he sought relief in foreign travel. His condition rapidly growing worse, he embarked for home, prepared to die. The ship ran aground at Cape Race, Newfoundland; a mutiny, suppressed with difficulty, arose among the crew; the boat was finally washed off the rocks and limped into St. Johns where a transfer was made to a small steamer for Halifax. From that point a ship was taken to Boston, but the exposure and excitement had been too much for the invalid, and he died at sea while on the way.

Unquestionably the most potent influence in the college was the president, Nathan Lord. He is described by his grandson, Professor John K. Lord, as of medium height, his frame well-knit and muscular, alert and sturdy in his movements, erect and energetic, with an elastic walk. In his youth he was athletic, a runner and jumper of repute, and through life he was fond of long walks. He was a famous skater, exhibiting his skill in that art to a wondering throng when well over seventy years of age. His features were massive and strongly marked, his forehead high, his nose prominent, his mouth large and his chin square and unyielding. His eyes were blue, of great intensity, piercing when there was occasion for disapproval, but soft and mellow under other circumstances. His voice was strong and impressive, and his manners those of courtly politeness.

His qualities soon won for him the highest respect of the student body, a respect in many cases not unmingled with sincere affection. Unlike most college presidents of the time, he did no regular teach-

ing, although, during the vacancy of the professorship of divinity, he conducted courses in moral philosophy. For the most part, his contact with the undergraduates, except in matters of discipline, was limited to the chapel services over which he always presided. His appearance in the pulpit, his earnestness and devoutness of manner, and his genuine inspiration in prayer, made an impression on the rough undergraduates of the day which few of them ever forgot. David Cross, of the class of 1841, said of him: "Dr. Lord seems to me like some prophet of the Old Testament. . . . His prayers seemed like passages from the book of Isaiah. There was a grandeur and sublimity in them, especially on Commencement Day, that surpassed anything of the kind I have ever heard." The students recognized in him a man of high mental ability, of unusual keenness of perception, of impressive and dignified presence, and of honest purpose. They knew him to be a terror to evil-doers; some of them knew him also, though seemingly of such dignity as to be somewhat unapproachable, as a man of tender and affectionate nature and, in cases of need, a sympathetic and understanding friend.

The one guiding principle of his life was his religious faith. From it all that he thought and all that he did were derived. In his view, God must have a part in every action of man, and that the directing part. His government of the college was based on that concept, as were all his relations with men. He was suspicious of human wisdom and ever solicitous lest human affairs should be so conducted as to minimize the guidance of the Creator. In his outlook he seems almost a counterpart of the elder Wheelock, although his intellect was much keener than was that of the founder of the college. As was natural, he became involved in controversy with other men of the same fundamental creed, because they could not agree as to what God's will really was. Sometimes, in his differences, he seems to have been almost alone, but, when his mind was made up, no opposition could turn him from his path.

With the faculty his relations were usually cordial. "He succeeded well in the just balance of stimulus and restraint, of radical innovation and conservative stability," although it may be admitted that the tendency toward "radical innovation" on the part of the teaching body was not pronounced. With the trustees, like-

wise, until near the end of his term, he was on pleasant terms. But his genius was best displayed in the handling of students. His conception of college government was entirely paternal. Although he never stated it in just that way, from his views of government in general it is probable that he regarded himself and the faculty as divinely ordained to manage the institution, and thus felt that opposition to his rule was rebellion against God Himself. Early in his administration, in 1830, he was tested by a college upheaval, as a result of which the students threatened to leave the institution, *en masse*. To quote his grandson:

One sentence from Dr. Lord went like a loaded shell into their ranks. It was this: "Go, young gentlemen, if you wish; we can bear to see our seats vacated, but not our laws violated." This was said with such regal decision and dignity that no man of those classes afterwards spoke of deserting the college.

As time went on his prestige grew and with it his fame as a ruler of men. Frequently, in the detection of the ill-doer and in the ferring out of crime, he was involved in situations which would appeal to the modern executive as distinctly ridiculous, but among the many stories told of him not one can be found which represents him as in any way injured in dignity or as not completely master of the situation. In the chapel he was so quickly cognizant of any untoward happening that a tradition arose among the students that he did not read from the Bible, but recited whole chapters from memory, his eyes, in the meantime, safely concealed behind the green glasses which he always wore, roaming the room to detect possible evil-doers. In fact, on one morning when the Bible had been stolen, he proceeded with perfect aplomb to recite a lengthy chapter, and then, in an impassioned prayer, to castigate the purloiners of the holy writ until they felt exceedingly small. If a riot broke out, he was upon the spot at once; his cry, "Disperse, young gentlemen, disperse" was generally sufficient to send the students scurrying to their rooms; if that did not serve, he propelled himself into the midst of the warring group, dealing lusty blows to right and left with his historic ivory-headed cane. His physical courage was unquestioned, nor was he moved in the slightest degree by fear of

unpopularity, nor by protest or invective. His mind once made up, he proceeded straight to the goal regardless of consequences. And his prestige was such that, so far as student management was concerned, the consequences were usually all that he could desire.

The experience of an undergraduate who was in disciplinary difficulties with the president was one much to be dreaded. According to Dr. Alpheus B. Crosby, 1853, the offending student found the president's study artistically stage-managed for the ordeal:

The chair of the culprit being so arranged as to flood his face with light, Dr. Lord, with his face in shadow, and his eyes impenetrably concealed by green glasses, sat there, at once a Rhadamanthus and a Sphinx. Then there was ominous silence for a few moments, at the expiration of which the candidate for discipline was informed that "certain facts have come to the knowledge of the Faculty" and he would be invited to vary the monotony of existence by telling the truth. No victim of the Inquisition ever dreaded the thumb-screw or the rack more than the college malefactor feared this scathing interview with Dr. Lord. Yet, however serious the case might be to the student, the cloud of discipline was sure to get a silver lining from the humor of the executioner.

This sense of humor, of which he had an abundant store, sometimes was a trial to him. On one occasion he confessed to the trustees that "things ludicrous are apt to set me off beyond propriety." It was even asserted that the mysterious green glasses were worn to conceal an uncontrollable twinkle in his eyes, which, if perceived, would mar the effect of presidential severity. Usually he was successful in hiding from the students this propensity to see the humorous side of things. On one occasion, however, after much trouble with "horning" episodes, the college was confronted, upon approaching the chapel, with the huge image of a negro, carrying under his arm a horn six feet in length, suspended by the neck over the face of the college clock. Whereupon the president announced, "Gentlemen, I observe that one of the characters who have disturbed the quiet of our village of late has been suspended, and I would suggest that his associates may come to the same condition unless they speedily mend their ways." A student of the time re-

corded this as the only expression of the president to cause laughter during his college course. But in private intercourse, and particularly in his home, Dr. Lord was able to forget his dignity and to indulge in the humor which he enjoyed so much.

The president was a voluminous writer of sermons and other addresses, many of which were published. He had a preference for words of Latin origin and his style was somewhat involved. His discussion of abstruse theological topics suffers from obscure phraseology and lack of simplicity, but upon other subjects, particularly those concerning which he had strong convictions, he was straightforward and forceful. In controversy he was keen to detect the weak points in the arguments of his opponents and to make the most of them, while the development of his own case was marked by the clarity of his logic. While those in debate with him justly feared his strength, they admired his fairness and his conciliatory bearing. One of them said of him, "It was more delightful to differ with President Lord than to agree with most men." On one occasion when he delivered, by invitation, an address before a Congregational convention on some subject concerning which he held views which were regarded by most theologians as peculiar, the usual proposal of a vote to request a copy of the address that it might be printed called forth a lukewarm chorus of "ayes" and one stentorian and vociferous "nay." After the meeting Dr. Lord sought out the objector and thanked him warmly for his frankness and honesty. The principal defect of the president was that, having adopted certain premises, he followed rigorously the conclusions which he logically derived from them, with no attempt to check the results thus attained by the test of common sense. He was thereby led into eccentricities, and was regarded by his contemporaries as occasionally abnormal in his philosophical outlook.

He based the entire philosophy of life upon a belief in the literal accuracy and inerrancy of the holy writ. "All we can know in theology," he said, "is contained in the Bible." In this opinion he did not differ materially from most of the clergymen of his denomination, but he did differ from them in the seriousness with which his views were held and in the steady application which he made of his fundamental tenets to the activities of daily life. He was insistent

that God should be the mainspring of all the activities of man and he saw in the developments of his time, particularly in matters of government, a shocking neglect of this principle. The deviations from the theology of the early fathers of New England (so slight they seem to us as hardly to be deviations at all) he looked upon as movements highly subversive to the pure faith and as essentially atheistical in their tendencies. He was thus more conservative than even the most rigid of old-school theologians of his day. Nevertheless, to his way of thinking, the tendencies of the times were in accord with a correct interpretation of the holy writ. He derived from his scriptural studies a belief in the moral degeneration and growing deterioration of the human race, as distinct from its material advancement, "which might, under the guise of sensuous rationalism, become only a more exalted paganism," but this was to give way to "the millennial reign of Christ followed by the revelation of 'that Michael' whom the Lord was finally to 'destroy with the brightness of his coming and afterwards set up an everlasting kingdom of righteousness.' " The early part of this process he saw well on its way, but his contemporaries did not agree with him and regarded his point of view in this respect as highly eccentric.

It was by his opinions concerning slavery that Dr. Lord deviated most widely from the general ideas of his Northern contemporaries, and attracted to himself the greatest public attention. In his early days he was an anti-slavery man, but, as the controversy became more animated, the utterances of the abolitionists shocked him by their apparent impiety. Thus the statement of Nathaniel P. Rogers, indorsed by William Lloyd Garrison, "If the Bible sustains the principle of Slavery and justifies Slavery either in the Old or New Testament, then down with the Bible. As between Anti-Slavery and the Bible, I accept Anti-Slavery," seemed to him an attempt to blast away the very foundations of religion. He set himself to the study of the holy writ, with the endeavor to discover what the commands of God on this issue really were. He soon became convinced that the Bible specifically authorizes slavery as a punishment for sin, inflicted upon a particularly guilty family; a penalty consonant with God's plan, as evinced by the punishment of other guilty and disobedient races. It thus could be looked upon only as a *divine*

institution, designed to mark God's displeasure against treason, filial dishonor, and sacrilege. It might be put in the same category as hell, unpleasant to contemplate but divinely ordained. Protest against it was protest against God himself, and that was the worst of all sins. While he thus defended the system, he took no stand in favor of its operation as practiced in the South. He admitted that evils and abuses, not a necessary part of the system itself, might exist and he professed himself eager to assist in taking measures which would mitigate these evils.

Upon a subject concerning which he felt so deeply he could not be silent, and in 1854 appeared a pamphlet of twenty pages from his pen entitled *A Letter of Inquiry to Ministers of the Gospel of all Denominations on Slavery*, and signed "A Northern Presbyterian." Each sentence in this production is a question introduced by "whether"; some of them of amazing length. The leading inquiries were such as these: Whether slavery should not be considered by ministers as a matter of divine right? Whether it is not an institution of God according to natural religion (as instanced by the subordination of backward races)? Whether it is not a positive institution of revealed religion (the curse of Ham, etc.)? Whether it is inconsistent with any idea or principle suggested or enjoined by the Providence or word of God? Whether the interpretations of the law of love as applied to slavery, as if it were wicked, are not fallacious? Whether there is more force in objections to slavery than to objections which might be brought up against any kind of domestic, civil or ecclesiastical government? Whether the Nebraska bill is really of such consequence that ministers should protest against it? Whether, if the answers to the previous questions are properly made, it is fitting that Christian men should denounce the institution? Whether the opposition to slavery is not fostered by men whose opinions and sympathies are unworthy of the consideration of Christian men? Whether abuses may not exist in the administration of the divine system? Whether, in light of all these considerations, a minister of the gospel should engage in anti-slavery agitation?

This publication attracted wide attention and eventually ran through four editions. The ministers of the anti-slavery party

were highly incensed, and replied by argument, invective, and anathema, both in the pulpit and in the press. Unfortunately for their case, most of them were as much bound to strict adherence to the inerrancy and plenary inspiration of the Scriptures as was their opponent. Under this handicap they made rather heavy weather of an attempt at refutation. In answer to their productions, the second letter of the "Northern Presbyterian" appeared in 1855. Granting the validity of the premises upon which both the president and his opponents were agreed, the former had all the better of the argument. The curses upon the children of Cain, upon Ham and upon Canaan were once more advanced as setting the approval of revealed religion upon servitude, and by the evidences of natural religion the argument was set forth that slavery was the method by which the lower portion of humanity was to be kept in necessary subjection and eventually even raised from its debased estate. The position of the president was admirably summed up by him in a single sentence, "Slavery was not ordained because God is cruel, but because men are bad."

Probably no one who did not already believe as he did was convinced by the president's plea, a statement which is equally applicable to the arguments of his opponents. The controversy is mainly of academic interest today as showing into what absurd positions on both sides men of sound sense and keen reasoning power may be led by theological presuppositions. Nathan Lord, however, was in no doubt of the correctness of his conclusions, or of the necessity of setting them forth at every reasonable opportunity. In 1859 a letter on slavery sent by him to J. M. Conrad was published in the *Richmond (Virginia) Whig* and attracted wide attention. It was republished as a pamphlet in the following year. In it he analyzed the division of public sentiment in the North. He especially lamented that "a dreamy speculative fallacy, a higher law, a fiction of the imaginary universal reason, an ultra-divine instinct" had gained possession of the public mind. The fault he laid to Jefferson, who had "caught the illuminism and cosmopolitanism of his times and embodied his chimera in the *glittering generalities of the Declaration of Independence*." In 1862, in the very midst of the Civil War, he published in the *Boston Courier* "A True Picture of

Abolition," in which he attributed all the ills from which the country was then suffering to the impious revolt against slavery.

Sturdy as was his stand on this issue, his real sympathy with the negro was exhibited in more practical ways than was always the case with his opponents. The doors of the college remained open to the blacks throughout his administration. On one occasion he accepted an invitation to preach the ordination sermon of a negro minister at Troy, New York, and was the only white clergyman present on that occasion. Nor did he consider his presidential chair a suitable position from which to propound his special views. It was the general testimony of the undergraduates of his time that to them he never mentioned his peculiar theological views, or his ideas upon slavery. Such opinions played no part in his relations with those under his charge, nor did the latter particularly consider them in their estimate of the president. But they were very directly in the minds of the clergy, the politicians and the public, and increasingly so as the controversy over slavery developed from debate and agitation to open war. They eventually drove him from office. But that story must await another chapter.



CHAPTER XI

Nathan Lord

The Student Body. End of the Administration

DURING the Lord administration little change took place in the character of the student body of the college. The undergraduates, for the most part, were still derived from the rural sections of New England, particularly New Hampshire and Vermont, although, as transportation facilities improved, the geographical distribution became more varied. In general, they brought with them little of the polish acquired from luxurious or even refined surroundings; they were somewhat uncouth and rough, with little regard for the amenities of life. On the other hand, as a class they showed the vigor and independence characteristic of the rural New Englander. This combination of qualities made them hard to control. The college gained the reputation, which it held until very recent times, of being a difficult place in which to teach and of turning out graduates most of whom were characterized more by enterprise and sturdiness of character than by susceptibility to influences of refinement.

Although the proportion of undergraduates in easy financial circumstances probably increased during the period, most of the students were poor. College expenses were kept at the lowest possible amount. In 1840 the catalogue estimates (always misleading) placed the necessary yearly outlay at \$106.24, but in 1860 the figure had risen to a minimum of \$124.50 and a maximum of \$174.50, the larger part of this increase being accounted for by the higher rate of tuition. Daniel Youngman, 1839, informed his father that most

of the students found their necessary expenditure to amount to \$200 a year. For the more impecunious among them, however, that estimate was evidently too large. Detailed accounts presented by Nathan Hills, of the class of 1841, show that in freshman year he spent \$120.18, in sophomore year \$140.53, in junior year \$134.03, and in senior year \$182.39. This makes a total for his course of \$578.13, which should be increased to \$631.13 through the fact that he received grants of \$53.00 from the scholarship funds. Moses E. Hoit, 1835, spent \$615.19 during the four years and Peter T. Washburn of the same class, \$506.92 (although the latter amount may not have included all his expenses). The accounts of those days give us interesting information about the scale of prices in Hanover. Youngman paid \$7.50 a year for his room, while his board cost him \$1.50 a week, a figure which he said might be reduced to \$1.00 another term. His entire equipment of furniture cost \$11.17. Washburn's expenditure for text books (so far as recorded) during his course was \$28.32, while that of Hoit was \$21.68. Washburn paid 75 cents for washing for the period of a term, hair cutting cost 12½ cents (the next year he obtained wholesale rates by a payment of 37½ cents for the year), the initiation fee to the United Fraternity was \$5.00, a palm leaf hat cost 33 cents, twenty-five quills, 6¼ cents, Phi Beta Kappa medal, \$4.50. Under the head of extravagances are recorded many purchases of apples at 6¼ cents a peck, Brazil nuts 12½ cents a pound, and cocoanuts at 10 cents each. A horse and chaise to Lebanon cost 25 cents and attendance at the "theatre," 37½ cents. In Washburn's accounts one entry, alone, refers to the purchase of beer at 6 cents and one to a glass of wine at the same price. Hoit's entire expense for fuel for the four years was \$8.85 and for washing during the same period, \$3.94. Charges which strike us as high are those for oil (probably whale oil) at 12½ cents a quart, matches, 14 cents a box, and postage, averaging 12½ cents on each letter.

Some of the students were desperately poor and lived in the most frugal manner. Thus Eden B. Foster, 1837 (grandson of Eden Burroughs) walked, winter and summer, eight miles to his home in Hanover Center each Saturday and returned before the early exercise on Monday morning. For the greater part of his course he

boarded himself, subsisting on crackers, milk, bread and cheese: an experience which ruined his digestion and shortened his life (according to his own estimate) by ten years.

Teaching in country schools during the winter months continued to be the main financial resource of the needy undergraduates. The arrangement of the college calendar permitting absence for this purpose has already been described. According to statistics collected by the president in 1853-54, out of an enrollment of 218, 107 were engaged in teaching. They earned during that time \$9016, an average of \$84.26 each. Sixty were employed in Massachusetts, thirty-one in New Hampshire, and twelve in Vermont. The *Aegis* of 1860 reported that in that year 173 students had taught an average of thirteen weeks each, and that they had earned, exclusive of board, \$16,255.75, the average being \$93.95.

The daily routine of the college began, as in preceding periods, with the chapel service in the dusk of the morning. Stoves were introduced in 1840, but they apparently did little to moderate the frigidity of the temperature and much to add to the murkiness of the atmosphere. Henry Fairbanks, 1853, thus describes the impression made upon him by these services:

I remember the first morning of the spring term of that year [1850] going through the storm to that room [the chapel]. The walls bare, with the remains of partly erased charcoal sketches, the wood-work painted a dirty white, so sticky that it had been growing more dirty until in places it was black, all whittled and penciled—President Lord and Professor Sanborn showing dimly through the smoke that made our eyes smart intolerably, and was the only sign of fire, for the snow that had sifted through the broken panes remained unmelted,—students in cloaks that partly concealed their deficiencies in toilet, having left their beds only six minutes before, rushing in at half past six; the Freshmen seated conveniently next the door to invite the Sophomore rush; barbarian surroundings at a barbarous hour, doing the utmost to make barbarians, and this in the name and form of a religious service. It is proof of the wonderful gifts of President Lord that under such difficulties anything of a religious power and impressiveness was secured.

And Peter T. Washburn, 1835, thus records in his diary the feeling of depression aroused by a winter day:

I rose this morning just before the bell began to toll. Could not stop to kindle up my fire, but away I went, my clothes huddled on anyhow, and my toes half froze, to the chapel, sat there freezing a few minutes and then went to the recitation room, no fire, bitter cold morning, like to froze both my ears and my nose, besides some dozen of my toes: Oh the beauties (thought I to myself) of going through college.

Not until late in the period was this Spartan regime softened by placing the chapel service after breakfast, instead of before.

So far as can be learned, the students, particularly the freshmen, considered themselves to be hard-worked. William Badger, 1848, wrote thus to his brother in 1845: "Recitations drive so that one cannot think of home, friends or anything else but sines & cosines, arcs & tangents, Greek & Latin roots & Campbell's Rhetoric." D. C.H., an unidentified freshman, testified in 1846 that "they make us study harder here than when at Gilmanton," and there is abundant additional evidence to confirm the impression that studies were regarded seriously. However, the work was not always done for the pure joy of learning. John S. Ladd, 1835, recorded a complaint which has a modern sound, "We are now studying Olmstead and reading Aristotle, Sophocles was finished some time since. The studies of the term are not particularly interesting." And he further indicated a typically undergraduate point of view by asserting, apropos of the retirement of Professor Adams, "If they would put a certain other nameless gentleman of the Faculty on the honorary list, I think that it would be quite satisfactory to the students." Sometimes we find thoughtful criticism of the methods of the college. Thus Jonathan Tenney, 1843, recorded in his diary:

Farewell to Prof. Chase, his Analytical, Calculus & all. Our course, I deeply lament it, is by far too hasty. Too much ground is over run in too little time, But we can't help it. We come to College not to gain knowledge but to learn how, says Prof. Chase. Aye, but if we do not fail in a great measure of the latter object, I mistake.

Many, to my certain knowledge, merely on account of the rapid, and to the rationally thinking mind, the unsatisfactory method pursued at most of our Colleges acquire a dissipated, superficial habit of investigation, which will ever follow them in their after pursuits.

The humdrum life of the institution must have been somewhat wearying even for the best of students. Jonathan Tenney, quoted above, was a youth of extreme seriousness of mind. He felt deeply the sacrifice of his parents in enabling him to go to college and he was determined to make the most of his opportunities. His diary is a somewhat monotonous recital of high purposes, serious meditation and rather morbid introspection. But even he, as vacation time came on, seems to have let himself loose in an entirely human way:

Another vacation has dawned upon us, and oh how grateful after such a muddy, windy, cold spring in Hanover where we are all obliged to be pent in our dormitories or sanctuaries (no matter which they are called) poring over the musty pages of old Homer, Ovid & Livy or vexing our brains with the perplexing problems of Davis' "pure Algebra." Well I am home again—arrived tonight after a five-hours passage by Stage coach from Dartmouth. I breathe another air. I hope & intend to spend a merry, happy vacation. Books! confound them! They may sleep in quiet one fortnight at least on their dusty shelves!

Doubtless many of the students in college were idle and did little to improve the opportunities set before them. Indeed the faculty records show as much. Moreover, the documentary evidence which exists may be overweighted on the side of virtue. It was the industrious, conscientious boy who was most likely to keep a diary and whose letters were most likely to be preserved as worth while. But making all allowances for these factors, it seems clear that the average undergraduate regarded his studies with real seriousness and made of them the main business of his college life, although, in many cases, the tasks were performed in routine and mechanical fashion. There is evidence, also, of the existence of intellectual interests outside the work of the classroom; of collections of min-

erals carefully made and lovingly cherished before the days of regular instruction in mineralogy; of self-teaching in botany; of a considerable use of the Society libraries; of a high, if somewhat uncritical, interest in the politics of the day. The necessity of close association in classes, the common course required of all, the small size of the student body, made, likewise, for a uniformity of purpose, a sense of solidarity, and a close-knit companionship which cannot be maintained amid the diversity of interests of the modern college. If these factors contributed to narrowness and provinciality, they also developed strength.

To the reader who peruses the faculty records of the period, it seems that the greater part of the time of the teachers must have been occupied with questions of discipline and that the normal life of the college was one of disorder, frequently rising to the height of riot and rebellion. No question exists that such matters loomed rather larger in those days than would be considered normal in more recent times. The offenses which were most common were relatively trivial in their character, but, in their aggregate effect, extremely annoying to the faculty. Thus the question of absence was never satisfactorily solved in that time (as it has not been in our own). In the early part of the period the penalty for unauthorized absence was a fine, a method of punishment which brought about unfortunate differences by its varied impact upon the well-to-do and upon the poor. Later, such penalties were abandoned and the ordinary disciplinary methods of the college (probation, suspension, and separation) were applied. From the amount of attention which continued to be given to absences by the faculty, it does not appear that the situation was much improved as a result of the change. Another constant source of irritation was the failure of students to hand in compositions on time and their habit of not appearing when they were due for forensic efforts; offenses likewise at first punished by fines and later by imposition of scholastic penalties. More successful was the faculty in the measures which it took to enforce payment of college bills. The large student indebtedness, characteristic of early periods, became now much less, a result due in part, however, to the increase in scholarship grants.

Offenses of a minor character were as numerous as student ingenuity could suggest. Windows always offered a tempting target, and the faculty was kept busy in handing out penalties for the wanton breaking of glass, both in college and private buildings. The mania for placing animals in unconventional surroundings persisted, and we find records of driving cows into the basement of Dartmouth Hall and into the freshman recitation rooms and keeping them there over night with unfortunate results, of riding horses into the college buildings, of placing fowls in the recitation rooms, of driving turkeys into the chapel, of the tarring and feathering of cows and the like. Satisfactory effects could be obtained with gunpowder, either by setting off a "stone bottle" filled with it in the corridors, or by "squibbing, which is nothing more than to fill a goose quill with wet and dry powder, put it into the key hole on fire & then it will run around the room and sputter a little bit." A fire was regarded as a welcome break in the daily routine. Thus Franklin Fitts, a student in the medical school, wrote in 1834:

We were collected in the lecture room the other day and the bells rang for fire. It was in a small two-story house. Three or four hundred collected together and we cleared every iota out of the house in less than ten minutes—they set the engine to work and turned in about 400 pails of water which wet the house from top to bottom. After they had had what sport they wanted, it was ascertained that the fire had just caught. Probably ten pails of water would have extinguished the whole, but it was a fire and they were determined to have a fire scrape.

Highly industrious in evil were those students, who, finding a sled loaded with cordwood left over night in front of a dormitory, transferred it, with the load intact, to the roof of the building. Sometimes the boys forgot themselves and were disrespectful to their teachers, an offense which always drew upon them a severe penalty. One freshman in 1845, "having been guilty of gross impropriety of writing letters to kitchen girls in the hotel, & getting into their window," was separated, and in the same year the president was requested to "advise" a student for "having engaged in a discordant serenade late at night to the great annoyance of the families thus in-

sulted." It was considered highly commendable, by overcoming the watchfulness of the guardian of the bell, to interrupt the morning recitation by ringing it a half-hour before it should have sounded, whereupon "the profs., thinking their old watches were wrong, dismissed class early." Muster days were a time of trial to the faculty, who feared disorder between the students and the throng assembled from the surrounding country. The former were generally warned by the president that overt acts on their part would be severely punished, but the outcome was not always satisfactory. In 1833 the faculty voted to urge the students "to form an independent company in order to avoid collision with the people of the town." That was done and the organization continued its existence until 1845. The formation of a procession during the spring, singing the *Carmen Sæculare*, had become a college tradition, but the rite could not always have been conducted with entire propriety, for in 1829 the faculty abolished it. In the latter part of the period the sophomore class began the custom of celebrating the termination of the study of mathematics by the burial of their text books. As time went on, the ceremony developed into an elaborate rite, with a real coffin, pall bearers, mourners, an ode and an oration. In 1855 the faculty voted to "break it up next year," but its efforts evidently had no permanent success, for the celebration continued well into the next period. Cards and dice were rigorously banned and a few votes (less than might be expected) have to do with penalties inflicted for the use of them by undergraduates. In the early part of the period dancing was still frowned upon and in 1835 thirty-one students, including a future president of the college, were fined \$2.00 each for attending dancing school.

In the earlier years of the administration the advent of spring was a signal for disturbances. The students, penned up in their rooms during the cold weather with no legitimate outlet for their animal spirits, took refuge in disorder and even riot as the mild season approached. The disciplinary authorities found plenty of work during these times. The disturbances frequently resulted in damage to property and the impulse to inflict such injury was not lessened by the already dilapidated condition of most of the college buildings. Attacks were not restricted to these structures, however, for towns-

people, who had aroused student antagonism, found themselves in difficulties. As an example of the bold, bad man of the times, a faculty vote in the forties may be cited:

Whereas Soph. W . . . from evidence appears to have been the leader of a party of students in disguise who broke open a citizens house, threatened the inmates with death & finally, not proving successful in gaining possession of the house, threw large stones through the windows & doors to the manifest danger of the lives of those within, & whereas the said W . . . is reported to have carried a loaded pistol on the night of the above-mentioned attack & whereas the said W . . . tho' put on strict probation for his misdemeanors, still persisted in a course of dissipation & secret violation of college laws, such as frequent participation in convivial entertainments at a public inn, the keeping of ardent Spirits in his room & feasting upon stolen fowls which students had fattened in the college buildings & other violations of the law too numerous to mention, therefore voted that Soph. W . . . be & hereby is expelled from college.

Nevertheless, this vicious person eventually became a Judge of the Supreme Court and President of the Senate of a populous state, and, years later, received his degree as a credit to the institution from which he had been expelled.

Student intoxication was a common vice. For the greater part of the time the sale of liquor was perfectly open. The Dartmouth Hotel, for much of the period, was under unreliable management and, although students were not supposed to enter it, surreptitious sales to them were common. Moreover, liquor could be procured in any of the "groceries" of the village. Drunkenness was at the basis of most of the noisy parties, concerted disturbances and riots of the time. Theft is mentioned occasionally in the faculty records, but not more often than might have been expected from the number of students in attendance. Sexual offenses are also noted, but not frequently. Either the college was remarkably clean in this respect, or the faculty failed to detect such crimes. When discovered, however, the punishment inflicted was rather more severe and the decision was more unrelenting than was true of any other offense.

It was during this period that the undergraduates became ac-

quainted with the highly satisfactory effects in the production of noise that might be brought about with so simple a device as a tin horn. The first reference in the faculty records to disturbances of this type occurs in 1842, but the practice was probably of earlier origin. In 1851 Professor Sanborn reported that "the habit of blowing tin horns is the greatest nuisance we have about college. All mischief here seems to develop itself in this form. . . . We have disciplined more students for this offense than for all others within a few years." It was easy to bring about an effective interruption of recitations by blowing a horn outside the classroom and then scurrying to shelter before the professor could reach the scene of action. Concerted horn-blowing at night, often by men in disguise, directed against unpopular members of the community, was equally successful. Nor were the demonstrations limited to Hanover. In excursions to outside communities, attention of the quiet citizens could be called most effectively by this method to the fact that undergraduates were in their midst. The faculty tried its best to put a stop to the practice, but without noteworthy success. It continued through the two following administrations, and was only discontinued in 1896 as a result of skillful management on the part of President Tucker.

Class solidarity, an obvious accompaniment of the educational methods in vogue, brought about a high degree of ill-feeling between the different classes. Among other forms of disturbances, rushes were fairly frequent. Seemingly those who planned the seating arrangements of the chapel did so with the purpose of facilitating these contests as effectively as they could. The platform was located at the end of the room opposite the entrance, the seniors were seated nearest it, with the other classes, in order, behind them, with the freshmen nearest the door. It took great agility on the part of the members of the latter class to escape through the contracted entry and down the steep narrow stone steps leading from the single door without being propelled violently by the sophomores behind them. While this was going on, the faculty, located far in the rear, the most disadvantageous position from a strategic point of view, was helpless to interfere in any effective way. Sometimes the consequences were serious, and broken limbs and other injuries re-

sulted from the melee. It was not until 1856 that the authorities bethought themselves of an obvious remedy; namely, to increase the number of doors to two, to move the platform to the entrance end of the room, to place the seniors on one side, in front, with the sophomores behind them, and on the other side to make a similar arrangement with the juniors and freshmen. This scheme did away with the daily temptation to disorder, although other varieties of rushes were of frequent occurrence. It was a common practice, also, for one class to make another uncomfortable by placing salt on the seats of the latter's recitation room, or by covering the benches with grease, or by locking animals in the room overnight, to say nothing of more disgusting practices. The hazing of freshmen tended to increase, so that the beginning of the fall term eventually became a season for disciplinary action almost as marked as was the advent of spring. Initiations into the two older Societies (which by this time had almost lost any real reason for existence) were made excuses for hazing activities, so that the authorities were compelled to act energetically in the regulation of such festivities, and eventually to suppress them entirely. As to hazing, however, the records are curiously varied, some of the freshman classes having suffered severely from the practice, while others were almost untouched by it.

Concerted disorder on the part of the students was not infrequent. In 1829 an attack on the store of an unpopular villager was barely averted. In 1832 the freshmen, irritated by a smoky stove in their recitation room which they could not induce the college authorities to repair, settled the matter by throwing the offending piece of furniture into the river. They were regarded as in open rebellion and were taken back into good standing only upon "signing a certain paper." Evidently they were unrepentant, for the next year they were again in trouble for "holding a riotous meeting in celebration of their last year's rebellion." A little later another class, offended at one of the tutors, took possession of a large cannon, loaded it with a tremendous charge of powder, and fired it under the unpopular instructor's window, jarring all the houses in the village, breaking over three hundred panes of glass, and causing the citizenry to believe that an earthquake was upon them. The faculty, by

a bit of sleuthing quite on the *Sherlock Holmes* model, discovered one of the culprits, but the remainder escaped detection. In 1840 a petition for leave of absence to attend a political meeting in Concord was denied. Nevertheless, three stage-coach loads of students departed, first saluting the president with raucous blasts from their horns. A written apology was exacted and a fine of \$3.00 was levied on each offender. In 1844 the majority of the senior class absented themselves from the fall examination. They were admitted to a second examination upon making an apology. In 1850 the suspension of a junior who was caught with a horn after dark threw his classmates into a violent agitation, marked by numerous class meetings and a high degree of excitement. As a result of these activities, two more of them succeeded in drawing upon themselves even severer penalties. These men, in great wrath, appealed to the trustees for redress, but the board gave them small satisfaction. In 1851 a group of students created a disturbance at St. Johnsbury by blowing horns and making other uncalled-for demonstrations during a fourth of July oration by a member of Congress from Vermont. Much newspaper comment resulted, heated remonstrances were made by the statesman, couched in language highly uncomplimentary to the undergraduates of Dartmouth, and a burlesque reply, published in pamphlet form, was prepared by an unknown student. This reply was sent to Washington and distributed in the House at the desk of each member, much to the disgust of the Vermonter. Ten students were suspended for a year for this offense, including a future member of the United States Senate, a son of President Lord, and a subsequent benefactor of the college. Student resentment at the punishment of these men was marked by so extensive and intensive a use of horns for some nights that the period was referred to for many years as that of the "Great Awakening." In 1860, a member of the Supreme Court of New Hampshire came to Hanover, in great indignation, threatening the highest legal penalties upon members of the sophomore class, because of the hazing of his two freshman sons. That night he was hanged in effigy at the very top of the double-decked flag pole on the green, the ropes being cut so that the image could be removed only by climbing the pole. The judge with his sons departed in excusable ire, but concluded to

abandon legal proceedings and to leave the settlement of the affair to the college authorities. Much newspaper comment was again aroused. In 1863, the very close of Nathan Lord's administration, the senior class was thrown into an uproar by action taken against certain of its members as the result of the publication of an unofficial list of the class, contrary to the orders of the faculty. In this case an attitude of passive resistance was adopted, the class refusing to do anything in connection with the coming Commencement which was not absolutely required by their obligation to the college. This is the only case on record during the period in which the president eventually yielded and the students had their way. From the evidence presented, it seems that they were in the right.

In the treatment of all offenses against college laws, the faculty acted as a whole. In his last report, President Tyler had urged that more authority should be given to the president to handle matters of detail. His recommendation was not accepted and throughout the period all questions, even the most insignificant, were passed upon by the entire teaching body. The result was what might have been expected. Penalties were inflicted promptly and they were of considerable severity, but then at once ensued a period of vacillation, often resulting in such modification of the original action as to make it largely nugatory. Students were put on probation, suspended, sent home to their fathers, sent to study for a period under some ministerial tutor, separated and (very rarely) expelled. If the boy was persistent, however, or if, as was more generally the case, his father was, the severer penalties were usually modified and the student given another chance, in some cases repeated chances. In fact, so far as discipline goes, the main impression made upon one who reads the faculty records of the time is one of futility. Nearly all of those whose names are found as again and again subjects of disciplinary action are recorded, at last, as receiving the full honors of the college, generally with their own class. With such disciplinary methods in vogue, it seems likely that faculty severity was not looked upon with high seriousness by the undergraduates and that its effect was not that which the ruling authorities desired. Less drastic and better considered action, held to more steadfastly, might well have produced better results. The personality of the

president, who usually acted as the medium between the faculty and the students, was probably the most effective force existing in the college for the suppression of disorder. It is not beyond the bounds of probability, however, that occasionally he was inwardly embarrassed by the necessity of being the active agent in the infliction of penalties of which he did not approve. Some of the graduates of the college who afterwards gained public repute were frequently in difficulties; the names of others do not appear upon the faculty books at all. No basis, therefore, can be found for the establishment of a relation between future eminence and restlessness in college. It would, however, be an interesting study to compare the type of offenses committed by those men who were under discipline during their undergraduate days with the nature of their subsequent fame.

It must not be thought, however, that college life in Hanover was characterized by continual disorder. Usually President Lord was able to report to the trustees at the end of each year that the institution had proceeded "quietly," although his idea of a quiet college may differ from ours. Student testimony, however, leads to the conclusion that the daily life of the institution was mainly a rather humdrum matter of routine and that riot and disorder constituted only occasional breaks in this monotony. Very likely the monotony had something to do with the outbreaks.

In the summer months the daily routine was to some extent relieved by various forms of unorganized athletics, the most popular of which was football. This was a game in which the whole college was at liberty to participate, kicking was the only legal method by which the ball could be propelled, and the fences at the ends of the green were the goals. Various methods of choosing sides were adopted, the most common being "whole division," in which the seniors and sophomores played against the juniors and freshmen. Other divisions were Social Friends against United Fraternity and New Hampshire against the world. The freshmen were expected to provide the ball and it was considered to be a commendable deed for upperclassmen to steal it at the end of the game, so that the first year men might be obliged to supply another. The nature of the

scrimmage may be deduced from the contemporary account of an enthusiastic freshman in 1846:

We have rare sport here at foot ball. Generally there are about roo out at a time (daily) on the perfectly level common of six acres. Two classes kick against the other two. And such rushes you never saw. It is the rule to push over every opponent you are able & sometimes small folks stand a small chance in the crowd. The excitement is so great, at times, they do everything but knock down. Blows are frequently given & the Fr have the insolent audacity to kick the Seniors when they dispute and shove each other . . . I thought this afternoon there would be a regular knock-down among the whole, which could truly have made a literary performance. We have followed it most of this afternoon.

Everett W. Boynton, 1845, writing to President Smith more than thirty years after his graduation, thus expressed himself concerning the game:

And now I cross the common, famous for football in the olden times before gymnasiums provided for muscular development. What fierce, sanguinary, raiment-rending contests we did have! To this day I bear the marks of one desperate battle, on the most prominent part of my face. But I was determined that my intellectual efforts should not be clogged by want of exercise, and the result is that now, at the age of fifty-four, I should enjoy a good game and raising the ball as in my boyhood days.

It was a game for those of sturdy physique, and many of the weaker and less courageous students were content to watch from the sidelines. Peter T. Washburn records in his diary an entry into the game on two occasions only, when he "got well kicked for his pains." The author of that austere biography, *Four Pastorates of E. B. Foster* (1837) rather impairs our sympathy for the bruised shins of his hero by the solemnity of his manner. Referring to the predilection of Foster for football when he first entered college, he continues:

In this leadership, however, he was effectually stopped by the barbarity of a fellow-student, who deliberately had his boots pre-

pared with iron soles, and then, on the foot-ball ground, kicked Mr. Foster with all his might upon the shin. The leg was nearly broken by the blow, and Mr. Foster was scarcely able to get to his room. He suffered from the injury for weeks, and was never able to play foot-ball again.

It was evidently a rough game, but none the less, if the views of those who participated in it are to be trusted, a good one.

In the early part of the period military drill served to occupy a portion of the spare time of the students. The formation of a military company (a part of the state militia) in 1833, instigated by the faculty as a means of minimizing disorder at muster days, has already been mentioned. It was called the Dartmouth Phalanx and its muster rolls and records are still intact. For a time it served its purpose well, but eventually evils crept into the organization which made of it something of a nuisance. In 1845 the company went to Norwich University to drill with the cadets of that institution. At the conclusion of the exercise the latter offered "a treat of ardent spirits," and some of the Dartmouth company became so drunk as to be unable to make their way home. The faculty "had long seen the evils of training and wished that it might be done away with, but till now no fit time had come." This overt act gave excuse for a definite penalty and it was voted that the organization should be disbanded, an action which caused "great excitement" in the college, but marked the end of the company, none the less.

Walking was another form of exercise indulged in by the students, strolls of ten or fifteen miles being frequently taken on Saturday afternoons. In 1831 Amos Tuck and a classmate are noted as having walked from Hanover to Concord in a single day. Baseball is mentioned by Judge David Cross as "being played occasionally by a dozen or more students" as early as 1837. In 1856 it was described by Amos N. Currier as "much played but not organized." In the *Aegis* of 1862 the "Dartmouth Base Ball Club" of twenty members is listed for the first time, but games were evidently confined to contests among members of the club. No gymnastic apparatus was available except the "Freshman Gallows." This device, set up near the Bema, consisted of two uprights, seven or eight feet

apart, with notches in the sides for a bar. At this point, likewise, the Freshmen were sometimes disciplined by tying their hands and feet together and rolling them down the hill, a practice which incidentally reveals the treeless nature of what is now the College Park. Swimming in the river was available in summer both for exercise and for cleanliness, but how the latter result was attained in the winter is not entirely clear. In 1857 the faculty voted that the students be invited to appoint a committee to settle upon a proper place to bathe, and some evidence exists that a bath house was built on Mink Brook. It is probable, however, that bathing facilities were obtainable nearer at hand, for mention is made of the reservation on certain days of the "bath house" for the young ladies attending the two girls' schools, and of the carefully chaperoned procession of these "nuns," each provided with her towel, watched at a distance by the admiring undergraduates. In the fifties much interest was aroused in boating, and the *Phoenix* in 1857 describes the "Dartmouth Flotilla" as consisting of six boat clubs, one with an eight-oared, three with six-oared, and two with four-oared boats, with a total membership of sixty-five. That year, however, a freshet carried away the floating boat house with seven boats moored in and around it, and interest in this sport was, for a time, abated. Wrestling was popular and the class book of 1863 celebrates the triumph in their freshman year of Evarts W. Farr of that class, who threw the best wrestlers in college, including, among others, Edward Tuck, 1862.

The path of the older Literary Societies during this period was steadily downward and they became, despite sporadic attempts to revive their activities, of minor importance. The assignment of freshmen, alternately in alphabetical order, to the two Societies did away with the element of competition and they became, for the most part, vehicles for dividing the college for football contests and for the hazing of freshmen. Only in respect to their libraries did they continue to be of significance. Nevertheless, in the earlier days, elections to offices in these organizations gave opportunity for the activities of the embryo politicians among the undergraduates, and for contests, some of which were embittered. In fact, it was the feeling engendered by these controversies which brought about the

formation of the first Greek letter societies in the college. As a result of a quarrel in the United Fraternity in 1841, two factions broke apart, one organizing a chapter of Psi Upsilon, and the other, in the next year, a society that has always remained aloof from national affiliations, Kappa Kappa Kappa. These new fraternities were not received with entire favor even by the undergraduates. A freshman in 1846 said of them:

There are secret societies of which nothing is known by more than the members. These are the cause of division, envy, and malice. About one-half the men in college belong to them, these are the most talented. Though they are popular, their influence is bad. Most of the men belonging to one are continually throwing out remarks about the meanness of men belonging to others & if one fails in an exercise, other society men will rejoice. So if one gets off a good piece on the stage or in the public societies they will again envy him. And thus they produce much turmoil and division in all classes.

A little earlier, Samuel H. Willey, 1845, spoke disparagingly of the fraternities. "In my time," he said, "there was no work done by the society, neither by the students nor encouraged by any members of the faculty." President Lord was distinctly opposed to the organizations. In his report of 1847 he spoke in commendation of "a reaction in respect to secret societies," and reported that "several have withdrawn from their connection & it is believed that the predominant feeling in the two lower classes is in favor of their discontinuance." In 1846 the trustees voted that after 1849 no elections should be made, except by permission of the faculty, to any society other than Phi Beta Kappa, the Social Friends, the United Fraternity and the Theological Society. Evidently no one took the trouble to enforce this rule and it remained a dead letter. By 1856 the organizations had established themselves permanently in the institution and had acquired some measure of prestige. Amos N. Currier, of that class, says of them that they had won fairly high repute. He tells us that members were elected at the close of freshman year, and that the qualities considered desirable in prospective "brothers" were high scholarship or literary excellence, and good personal

character. Each organization held a weekly meeting at which essays, orations and debates, prepared with great care, were the order of the day. These productions dealt with history and literature, and in some measure supplemented the regular work of the college. The society halls were simple and inexpensive rooms, and of general social functions there was no thought. In 1855 the *Phoenix* (predecessor of the *Aegis*) indicates that the number of fraternities had increased to five, Alpha Delta Phi having been founded in 1847, Delta Kappa Epsilon in 1853, and Zeta Psi in the same year. The total membership was 153, leaving 85 students not associated with such organizations, most of them freshmen. By 1860 two societies had been established in the Chandler School, Phi Zeta Mu, founded in 1857, which in 1893 became a chapter of Sigma Chi, and Sigma Delta Pi, later called the "Vitruvian," which became a chapter of Beta Theta Pi in 1889. Two freshmen societies also existed, Kappa Sigma Epsilon and Delta Kappa, organizations which continued until 1884, when the regular fraternities began to take men from the first-year class.

The Handel Society, one of the oldest musical organizations in New England, was in a flourishing condition during this period, supplying music for the church and for the chapel (when music was required) and giving occasional productions of oratorios, which seem to have been received with much favor. Leadership of the society was considered to be a high student honor and of some financial profit, as drawing a stipend from the college. Frequent invitations came to the organization to participate in musical festivals in various towns of New Hampshire and Vermont, but the faculty was very chary of granting absences for such purposes and its appearance outside Hanover was only occasional. Other groups listed in the college publications at the close of the period are the Theological Society (with eighty members) and the Society of Inquiry, a missionary organization.

The first attempt at student journalism in the college was *The Magnet* which appeared on October 21, 1835. In the prospectus, thirteen numbers and an index were promised for the year, making a volume of 208 pages. The subscription price was fifty cents, payable on or before the delivery of the sixth number. However, the

publishers stated that "if any, under the apprehension that our publication will be short-lived, prefer to postpone payment until the completion of a volume, we have no objection, provided they will give us an additional dime." It was under the control of a group which assumed the name of The Social Conclave. Numbers 1, 3 and 4 have been preserved, but it is doubtful if the publication continued beyond that point. In October, 1837, the *Scrap Book* appeared, issued under the auspices of "a literary club of undergraduates of Dartmouth College." Twenty-six issues were planned for each year and the subscription price was fixed at \$2.00, but only the first issue has been preserved. Probably the undertaking died at that point. In November, 1839, appeared the first issue of *The Dartmouth*, a literary periodical edited by six members of the senior class. Six issues appeared during the year, making a volume of 196 pages. The articles were of a somewhat heavy character. For example, in the first issue we are enlightened concerning the "Pleasures of Literary Pursuits," "An Inheritance in History," "Lexington" (a poem), "American Forests; A Constituent of Poetry," "Sacrifices of Genius," "Freedom of Thought," "Cloud Shimmerings" (a poem), "The Study of the Natural Sciences," "Infancy of Nations" and finally a half page of college news. The articles were not signed, but, from inserts in some of the volumes, we find that most of them were written by the editors, but some were contributed by members of the faculty, the poem "Lexington" being the work of Oliver Wendell Holmes. In its second year, eight issues were published, making 310 pages. In this volume occurs the novelty of a series of articles written by a student on a subject about which he knew something, an excellent series entitled "Pedagography," discussing the experience of a country school teacher. It was the work of Joseph E. Hood, 1841. *The Dartmouth* ran through five volumes, but was discontinued in 1844, not to be resumed for twenty-three years. The attempt of editors of the publication in recent years to place the foundation of the journal in times even more remote, by the assumption that it was a successor of the *Dartmouth Gazette*, with Daniel Webster as editor, and that the organ is the "oldest college journal in America" is devoid of justification. The *Gazette* was in no way a college publication. In April 1851 appeared *The*

Index, a four-page sheet designed to be issued quarterly. It was, in the main, a directory of college organizations, but it also contained one or two articles of comment and criticism. In 1854 the name was changed to *The Dartmouth Phoenix* and again, in 1858, to *The Aegis*, under which title it has continued (from 1871 as a college annual) to the present time.

Perhaps not altogether "literary" in their nature were various scurrilous sheets which made their appearance from year to year. The following have survived: *The Hawk*, April 1844, "An independent paper devoted to the interests and well being of the community"; *The Northern Light*, "A monthly journal devoted to polite literature and the arts." Motto "The College must be purified' Nathan Lord"; *Old Grimes*, three issues in 1848, "Keep your eyes peeled"; *The Waif*, two issues in 1854; *The Oestrus*, issues in 1854, 1855, and 1856, "*Gaudet tentamine oestrus.*" These attempts at wit were marked by extreme scurrility and unrestrained personal invective, by frequent descents into indecency, and by the almost complete lack of real humor. They display the worst side of the college. Nevertheless, a portion of the undergraduates regarded them with high favor. Thus William Badger, 1848, in a letter to his brother, referred to the *Northern Light* as "full of gleaners, hawks, or crows as they are sometimes called, calculated to blow up the faculty, full of fun and take-off, the genuine college wit." The authorities were much incensed at their appearance and did their best to find out the guilty parties, sometimes, but not always, with shining success.

Commencement, of course, was the great event in the college year and was regarded as such, not only by those associated with the institution, but by all the region around. The installation of refreshment booths and shows upon the green was evidently not regarded by the faculty as entirely in consonance with the dignity of the occasion, and in 1833 a committee was appointed to consider how the difficulty might be remedied, but it reported that "nothing could be done about it." At times there were criticisms of the expense of the festivities, and in 1838 a meeting of ministers, held in the college chapel, passed a formal resolution condemning the "procuring of a band of instrumental music from abroad at a great

& in our opinion unnecessary expense which the students' parents & guardians feel to be a burden to pay," and they demanded that the trustees should "use their influence to have the custom immediately cease." It was, in fact, discontinued, but only for a short period. The length of the Commencement exercises was at times somewhat irksome to the audience, if we may judge from a pencilled comment in a feminine hand upon one of the programs still preserved, "I dont think it is much better now. I hope it wont be much longer." Henry W. Longfellow, who attended the Commencement of 1838, recorded his impressions as follows:

Last evening I was at Dr. Mussey's—where there was music and lemonade. I dine with him today though on his assurance that at Commencement time they live not on bread alone [a reference to Mussey's vegetarian principles]. . . . Of the thirty-five orations, I heard twenty-five this forenoon. A greater part of the afternoon I have passed on the balcony of the hotel, looking at the great crowd assembled around the carts of the peddlers, who are selling their wares at auction. This evening I take tea with President Lord. Last evening I was at Mr. Olcott's. A quiet pleasant man.

The levee given by the senior class was regarded as the culmination of the festivities. Leonard Tenney, 1840, describes the event as being held, in his senior year, in the library rooms in Reed Hall, which were elaborately decorated with evergreens and flowers, and brilliantly illuminated. Three hundred guests were in attendance, and as many were entertained at the Commencement dinner on the following day. Class day was first observed in 1854. The exercises, held in the church and at the Old Pine, were much as they are today. Orators from outside the college were much in evidence during the Commencement season, generally speaking before the literary societies. Emerson discussed "Literary Ethics" in 1838 and "Man of Letters" in 1863. The invitation to Wendell Phillips in 1855 was not in accord with the wishes of the faculty, and the orator did not meet with an entirely cordial reception from the ruling powers. He refused to accept any honorarium and told the undergraduate who engaged him, "You are a young man, and may not readily believe it when I tell you that I regard the spontaneous invitation of

the students of Dartmouth College, whose conservatism as an institution I know so well, to come and address them as the highest compliment I have ever received." In 1858 Oliver Wendell Holmes, appearing as a last-moment substitute for Rufus Choate, won high commendation for the graceful and adroit way in which he turned to account whatever of embarrassment to him the occasion may have furnished. The most famous of these addresses was the classic eulogy on Webster delivered in the College Church in 1853 by Rufus Choate. He held that portion of the assembled throng who could crowd their way into the edifice in breathless silence by his eloquent summary of the career of the greatest of the graduates of the college.

References to speakers in Hanover at other occasions than Commencement are not lacking, and it is evident that the students were not entirely deprived of opportunities for this variety of intellectual improvement. In fact, from the relative rarity of such occasions, it is probable that these speakers were taken more seriously than are the efforts of those who now almost daily visit the institution. Memorial exercises were held upon occasions of national calamity, such as the death of President Harrison in 1841, of President Taylor in 1850, and of Daniel Webster in 1852. At the last of these services Professor Shurtleff, then long retired and a stranger to the undergraduates, reappeared to give his recollections of the student whom he, as a young tutor, had instructed more than fifty years before. The sentence in his remarks which seems to have made the greatest impression upon his hearers was the following, "If there was anything which distinguished Daniel Webster during his college course, it was that he minded his own business."

With the meagre knowledge of hygiene and sanitation that, in general, prevailed at the time, and with the accentuation of unhealthful conditions brought about by the dormitory system in vogue, it is not a matter for wonder that disease was frequent among the undergraduates. Typhoid, in particular, was rife, for reasons which we now can well understand. Peter T. Washburn, 1835, speaks of "watching" with a classmate who subsequently died, and notes that at the time two others were ill with the same disease. Such situations were not uncommon in the spring and summer, although

generally not rising to the height of real epidemics. We also find frequent references in student diaries to digestive disorders (to be expected from the dietary habits of the undergraduates) and to the treatment of these disorders by the drastic methods of the time. Tuberculosis was also common. Viewed in retrospect, the plight of the sick student in his comfortless dormitory room, receiving only such nursing as could be supplied by his classmates, arouses our sympathy, although in serious cases charitably-minded members of the community probably came to his assistance. On the other hand, the medical care was as good as the times could afford. An editorial article in the *Aegis* in 1860 summarizes the sanitation of Hanover in an account which does not seem to be overdrawn:

The question is frequently asked—"What is the cause of so much sickness at Dartmouth?" The location and autumn fogs is generally considered a sufficient reply. But we do not have fogs until August or September, and fevers usually commence in June or July. The cause assigned by a member of the Medical Faculty for the extraordinary prevalence of sickness in the summer of 1859 was the existence of a stagnant pool of dirty water in the middle of the village. That pool has never been filled, and, for aught we can see, the same cause exists for disease now as then.

The College buildings are poorly ventilated, the halls dark, and one of them, at least, almost impervious to a ray of light or a breath of air. These disadvantages, however, would be inconsiderable, if a due regard to cleanliness were observed in and about them. This gross neglect of the greatest of all means of preserving health is not to be laid entirely to the blame of the students. We rejoice that there is a prospect of improvement in the sanitary regulations and are by no means disposed to lament that a method of purification by fire has been adopted, which we hope may prove effectual.

Nearly two thousand men received degrees from the academic department of the college at the hands of Nathan Lord. Many among them subsequently gained some measure of fame. Space permits the mention of only a few. In public life, James W. Grimes, 1836, served as Governor of Iowa and was a member of the United States Senate from 1859 to 1869. He was one of the members of

that body who broke away from the party affiliations to vote against the impeachment of Andrew Johnson, thereby gaining the obloquy of his own generation and the respect of succeeding ones. John Wentworth, 1836, a picturesque figure who looked down upon all mankind from his height of nearly seven feet, was influential in the upbuilding of Chicago, mayor of the city for a term, and for twelve years a member of Congress. Nelson Dingley, 1855, Governor of Maine, for many years a leading member of the national House, is principally remembered as the author of the Dingley Tariff Act of 1897. Redfield Proctor, 1851, was Governor of Vermont, Secretary of War, for eighteen years Senator from Vermont, and a power in the councils of the Republican Party. Amos T. Akerman, 1842, was Attorney General of the United States from 1870 to 1872, in the cabinet of President Grant. Edward F. Noyes, 1857, was Governor of Ohio, and United States Minister to France. Other members of the Senate were Jonathan Ross, 1851, from Vermont, Daniel Clark, 1834, Gilman Marston, 1837, and James W. Patterson, 1848, from New Hampshire. Governors of states (aside from those mentioned above) were Moody Currier, 1834, Charles H. Bell, 1844, and Benjamin F. Prescott, 1856, of New Hampshire; Peter T. Washburn, 1835, and Samuel E. Pingree, 1857, of Vermont; Benjamin F. Flanders, 1842, and George F. Shepley, 1837, of Louisiana; John N. Goodwin, 1844, of Arizona, and George W. Emery, 1858, of Utah. Amos Tuck, 1835, was a prominent leader in the organization of the Republican Party. Charles Doe, 1849, gained repute far beyond the limits of the state for his decisions during his long service as Chief Justice of the Supreme Court of New Hampshire. Wheelock G. Veazey, 1859, was one of the early members of the Interstate Commerce Commission. In the field of education three successive presidents of the college were graduated during this period, viz. Asa Dodge Smith, 1830, Samuel Colcord Bartlett, 1836, and William Jewett Tucker, 1861. Twenty-one other graduates became presidents of other institutions. John Eaton, 1854, was United States Commissioner of Education, Cecil F. P. Bancroft, 1860, Principal of Phillips-Andover Academy for twenty-eight years and Alvah Hovey, 1844, for a long period was President of the Newton Theological Seminary. John

Lord, 1833, was a popular writer and lecturer upon historical topics and Charles A. Young, 1853, was among the foremost of American astronomers. George T. Angell, 1845, won repute for his crusade against cruelty to animals. In business, George H. Bissell, 1845, was the earliest of pioneers in the petroleum industry, Gardner G. Hubbard, 1841, had much to do with the commercial development of the telephone, and Edward Tuck, 1862, won repute as an international banker. Possibly as an anticlimax, the list may be concluded by the mention of Albert Carrington, 1833, who obtained fame in an unconventional way for the graduate of an eastern college as an elder and apostle in the Mormon church.

The outbreak of the Civil War naturally tended to disorganize the college and to spread among the students a feeling of unrest. The decline in attendance which ensued has already been discussed. Military drill in the institution had been suspended since 1845, except for a momentary recrudescence of the Phalanx in 1855, and by the temporary activity of the "Dartmouth Greys" in 1856. The latter body resulted from the simultaneous purchase by members of the class of 1859 from the local tailor of suits made from the same piece of grey cloth. Uniforms being thus at hand, drill was considered to be next in order, and such exercises were continued until the novelty wore away. A banner embroidered for this company by the girls in one of the "nunneries" is still preserved. With the outbreak of war in 1861, the class of 1863 drilled from May until the close of the year under the name of the "Dartmouth Zouaves." In the spring of 1862, Sanford S. Burr, 1863, conceived the idea of raising a company of college men to enroll as a body in some of the regiments then being formed, and obtained promises of enlistment from one hundred undergraduates of the college. The governors of New Hampshire, Massachusetts, and Maine took no interest in this movement, but Governor Sprague of Rhode Island notified Burr that, if the men could be procured at once, the group would be taken over as the seventh squadron of Rhode Island Cavalry, then being recruited for three months' service. Whereupon student excitement reached so high a point that the faculty was alarmed lest the college should be depopulated. President Lord, who was not a believer in the justice of the Northern cause or in the desirability

of military activity as a substitute for a classical education, did what he could to quell the excitement. His attitude becomes apparent from a comment on the matter in his report of that year. Referring to the departure of the recruits he said:

Their patriotism was thought to be very questionable and should they return at the close of their term of enlistment, probably the gain to the country will not be in any proportion to their loss as students. Some of them will doubtless return no more.

In the end, only thirty-five Dartmouth men persisted in the enterprise. To them were added twenty-three from Norwich University, four from Bowdoin, four from Union, one each from Williams and Amherst and seventeen from unknown sources. The Dartmouth contingent evidently was a "hard-boiled" group and made a somewhat unfavorable impression upon Owen Davis, one of the recruits from Bowdoin. In his diary, carefully kept during his term of service, he says, "I was surprised to find such a set of boys from Dartmouth. Those in my tent are about the most reckless and 'fastest' set of boys I ever saw." They were mustered in at Providence and reached Washington on June 30. After remaining in the vicinity of that city for about three weeks, they were sent to the Shenandoah Valley, where they served on scouting duty during August. With the advance of Lee, in the campaign culminating in Antietam, the forces were compelled to leave the Valley with all haste. Upon reaching Harper's Ferry, on September 2, the squadron found itself nearly cut off, and, with other cavalry, barely escaped capture as a group by a roundabout retreat through Pennsylvania. On the way, however, the forces were able to seize and destroy one of Longstreet's ammunition and commissary trains, with eighty-five wagons. The term of their enlistment had by this time nearly expired and the troop was sent back to Rhode Island. No casualties had occurred among the Dartmouth men, but some of them had been captured, most of whom, however, appear to have been released or exchanged at once and to have returned in time to be mustered out with their companions in Providence on October 2. Upon arriving in Hanover, the reception of these veterans by the college authorities did not, in all ways, appeal to them as satisfactory. It seemed to be the

purpose of the faculty to require them to pass the examinations taken by their classmates in their absence before they should be restored to good standing, a proposal which roused high indignation among the returned warriors, as well as among the undergraduates as a whole. Brown University, however, expressed its willingness to receive them without condition or examination in their respective classes, and for this reason, or for some other equally good, the faculty relented and restored them to full standing without any test. This company is said to have been the only example of a college unit enrolling as a body in the Union forces during the war.

The last years of the Lord administration were marked by occasional instances of friction between the president and the other ruling powers. The filling of the chair of natural philosophy and astronomy, vacated by the death of Ira Young in 1858, led to prolonged controversy and to some bitterness of feeling. Henry Fairbanks, 1853, became a candidate for the position of Professor of Natural Philosophy. Coming from a wealthy family, he required little or no salary from the college, and the trustees considered his appointment to the position to be not only an excellent choice, but a highly economical one. The president evidently had some doubts of the desirability of the arrangement, but he acquiesced in it without open objection. The work in astronomy remained to be provided for. For this position James W. Patterson, then Professor of Mathematics, became a candidate and he and his friends instituted a campaign up to that time apparently without precedent in the annals of the college. The faculty passed a formal vote in favor of their colleague (the first of this character to be found in the faculty records), each of the undergraduate classes submitted a petition asking for his selection, and numerous individuals of influence outside the college brought pressure to bear upon the trustees to the same end. President Lord, while recognizing certain admirable qualities possessed by Patterson, was convinced that these were not of a character to fit him for the professorship of astronomy, and that of the qualities which were required for that position, the candidate had very few. He recommended the appointment of Charles A. Young, son of the late professor, then

but five years out of college and at the time a member of the faculty of Western Reserve University at Hudson, Ohio. To this choice some members of the faculty entered decided objections, for reasons which seem curious to those who knew Professor Young in his later years. In college he had been recognized as a brilliant student; his mental capacity was, indeed, obviously superior to that of most of his teachers, a fact of which he seemed unfortunately to have been aware. As a result, what Dr. Lord admitted to be a "boyish conceit" developed in him, a quality which antagonized certain of the older professors to such an extent that they raised pronounced objections to him as a colleague of their own. Their support of Patterson, therefore, was not so much due to their admiration for him as to their objections to Young.

The controversy over this issue became really acute. Some of the professors threatened to resign if their recommendation was not followed, and one of them actually did so, although probably other reasons had an influence upon his decision to take that action. A friendly trustee informed Dr. Lord of a movement on foot to "crush him" if he persisted in his advocacy of Young, whereupon the doughty head of the college "very indiscretely and incontinently laughed," and afterwards apologized to the trustees for taking the matter so lightly. Complaint was privately made to members of the board by one member of the faculty that the opinions of the latter body in the management of college affairs were not sufficiently regarded by the trustees and that the teaching force was kept in ignorance of facts which they had a right to know. To this complaint (which seems to have represented the opinion of but one person) the president returned a remarkably detached and fair-minded answer, but one in which he vigorously defended the existing division of authority between faculty and trustees.

If the choice had been limited to the candidates mentioned above, in all probability the president would have had his way. Young, however, having learned of the opposition to him, at once withdrew from the contest, nor could he be prevailed upon to reconsider his decision. Whereupon, the president (who still remained averse to Patterson as Professor of Astronomy) recommended that John R. Varney, 1843, who had been proposed by the faculty as Professor

of Mathematics, should, instead, be given charge of the work in astronomy, and that Patterson should continue in his present mathematical chair. The trustees considered the problem with great deliberation and care. It was not until November, 1859, that their decision was made, but when it came it was adverse to the president. Patterson was elected to the chair of astronomy, so much coveted by him, and Varney, in the following year, was made Professor of Mathematics. The dispute having been thus settled, the president seems to have accepted the decision with perfectly good grace and to have troubled himself about the matter no more.

Differences of opinion concerning the Chandler School likewise at this time caused friction among the trustees and resulted in the resignation of one of them. But the greatest cause of contention was Nathan Lord's views concerning slavery. The two letters of a "Northern Presbyterian" had caused heated discussion and had brought, not alone upon the president, but through him upon the college, disrepute among the anti-slavery party. Dr. Lord's characterization of slavery as a "divine institution" and the unfortunate phrase from his Conrad letter, "the glittering generalities of the Declaration of Independence," were made to do valiant service by editors, platform orators and clergymen, usually with the implication that an institution the president of which held such views must be an unsafe place for the education of youth. When the controversy was confined to peaceful, if acrimonious, discussion, it was bad enough; when it became the issue of war, the situation became impossible. Nathan Lord believed that the cause of the North was unjust, he believed that an attack upon slavery was an attack upon God Himself, and he believed that it was his duty to express these views on all proper occasions, no matter what might be the result. His letter to the *Boston Courier* in November, 1862, entitled "A True Picture of Abolition," in which he scathingly arraigned the Abolitionist party as solely responsible for the misery of the war, was reprinted by the anti-war Democrats of Connecticut in 1863, and used by them as a campaign document. As a result of these efforts, extremists of the war party regarded Dr. Lord as an open traitor, while even those of greater balance looked upon his loyalty

as subject to suspicion. In these suspicions the college itself, of necessity, was likewise involved.

The natural supporters of the college, including its guiding lights, the orthodox clergy of New England, were, for the most part, of the party which was engaged in the suppression of what they considered to be a wicked rebellion. Those most dear to them were giving up their lives in thousands upon the field of battle with the one purpose that the nation might live. It was not a time for the consideration of theological subtleties, nor for over-nice interpretations of the will of God. What cold-blooded men in times of peace call the hysteria of war, what those who are in the midst of the struggle call a high resolve that a holy cause shall prevail, was inspiring the nation. In the minds of those leading the strife, tolerance was no longer a virtue; he who was not wholly for the cause was wholly against it, and the test was as valid for institutions as for men. The majority of the trustees were of this belief. One of them, Amos Tuck, was a power in the councils of the dominant party, and only by the narrowest of margins failed of appointment as a member of the cabinet of President Lincoln. From a general point of view he had long held no very high opinion of Dr. Lord; the president's views upon slavery he could only regard with utter abhorrence. Others of the board, though less in the public eye, held similar ideas. A break was inevitable. Blame for it could be assigned to no individual or party, it arose from the force of circumstances. The only question was how that break should be brought about.

The necessary impetus was supplied by the Merrimac County Conference of Congregational Churches. At a meeting of that organization, held on June 23 and 24, 1863, the following resolutions were passed:

(1) Resolved that the people of New Hampshire have the strongest desire for the prosperity of Dartmouth College, and they rejoice at the wide influence this noble institution has exerted in the cause of Education and Religion.

(2) Resolved that we cherish a sincere regard for its venerable President: for the rare qualifications he possesses for the high office

he has so long and ably filled, but that we regret that its welfare is greatly imperiled by the existence of a popular prejudice against it arising from the publication and use of some of his peculiar views touching public affairs—tending to embarrass our Government in its present fearful struggle and to encourage and strengthen the resistance of its enemies in arms.

(3) Resolved that in our opinion it is the duty of the Trustees of the College to seriously inquire whether its interests do not demand a change in the Presidency: and to act according to their judgment in the premises.

At the regular meeting of the trustees held on July 21, this resolution was brought to the attention of the board and a committee, consisting of Messrs. Tuck, Bouton and Eastman, was appointed to consider it. The report presented by a majority of this committee (Mr. Eastman dissenting) referred in terms of gratitude to the dependence of the college on the clergy and churches, and ventured to hope that the support of these individuals and organizations would be continued. It then asserted that the president's views were not shared by the trustees or faculty and that no act of these bodies could be found which would in any way lead to the impression that the college was responsible for his theories, or favorable to them. It presented the opinion that it was both impracticable and unwise to remove the president or to state in detail the reasons which led to that decision, but, on the other hand, it was important that the attitude of the college in the struggle between "the Government and its enemies" should be set forth with absolute clearness. Resolutions to attain that end were therefore presented to the board, with a recommendation that the conference resolutions, the report of the committee and the resolutions offered by the committee (if adopted by the board) should be printed as a pamphlet and given the widest distribution.

The resolutions were three in number. The preamble stressed the importance, in the "magnitude of the crisis now existing in public affairs," of a clear statement of the attitude of "literary institutions" toward the issues involved. That position, so far as it related to Dartmouth, was then clearly set forth. I. The heroic sacrifices of

sons of Dartmouth in the struggle were "recognized with grateful pride," and the promise was made that their "names and brave deeds should be inscribed upon her enduring records." II. The cause of the country was commended to the alumni, and the support of the college pledged to the government. The improved prospects of military affairs was hailed with joy, and hope was expressed that "African Slavery, with all its sin and shame, and the alienations, jealousies and hostilities between the people of different sections of which it has been the fruitful source may find its merited doom." III. The continuance of the cordial support of the clergy and churches of New England and of other friends of sound learning was invoked for the college "in evil report and in good report," in view of the high value of its services in the past. The preamble and the first and third resolutions were adopted unanimously; upon the question of the adoption of the second resolution five members of the board (Barstow, Bouton, Nesmith, Marsh and Tuck) voted in the affirmative and two (Eastman and Delano) in the negative.

Whereupon, the president asked to be excused for a short time. Upon his return he presented the following paper:

In making this communication to the Hon. & Rev. Bd. of Trustees I take the liberty respectfully to protest against their right to impose any religious, ethical or political test upon any member of their own body or any member of the College Faculty, beyond what is recognized by the Charter of the Institution or express Statutes or stipulations conformed to that instrument, however urged or suggested, directly or indirectly, by individuals or public bodies assuming to be as Visitors of the College, or advisers of the Trustees.

The action of the Trustees on certain resolutions of the Merrimac County Conference of Churches virtually imposes such a test, inasmuch as it implicitly represents and censures me as having become injurious to the college, not on account of my official malfeasance or delinquency—on the contrary its commendations of my personal and official character and conduct during my long term of service far exceed my merit—but for my opinions and publications on questions of Biblical ethics and interpretations which are supposed by the Trustees to bear unfavorably upon one branch of the policy

pursued by the present administration of the Government of the Country.

For my opinions and my expressions of opinion on such subjects, I hold myself responsible only to God, and the constitutional tribunals of my country, inasmuch as they are not touched by the Charter of the College or any express Statutes or stipulations. And while my unswerving loyalty to the Government of my fathers, proved and tested by more than seventy years of devotion to its true and fundamental principles, cannot be permanently discredited by the excited passions of the hour, I do not feel obliged, when its exercise is called in question, to surrender my moral and constitutional right and Christian liberty in this respect, nor to submit to any censure nor consent to any conditions such as are implied in the aforesaid action of the Board; which action is made more impressive upon me, in view of the private communications of some of its members.

But not choosing to place myself in any unkind relation to a body having the responsible guardianship of the College—a body from which I have received so many tokens of confidence and regard, and, believing it to be inconsistent with Christian charity and propriety to carry on my administration while holding and expressing opinions injurious, as they imagine, to the interests of the College, and offensive to that party in the country which they professedly represent, I hereby resign my office as President.

I also resign my office as Trustee.

In taking leave of the college with which I have been connected as Trustee or President more than forty years—very happily to myself and as the Trustees often have given me to understand, not without benefit to the College, I beg leave to assure them that I shall ever entertain a grateful sense of the favorable consideration shown to me by themselves and their predecessors in office; and that I shall never cease to desire the peace and prosperity of the College; and that it may be kept true to the principles of its foundation.

One member of the board, who seems to have been in some haste in the matter, moved that the resignation be accepted at once, but, by general consent, the motion was deferred to an adjourned meeting,

to be held on August 27. At that time it was finally accepted, thus bringing to an end an administration of thirty-five years.

No adequate provision for his support was available to the president upon his retirement from office. His salary had never been over \$1600 a year and upon it he had reared a family of ten children, eight of them boys. Each of these sons was a graduate of Dartmouth, and the father had paid all college charges for them without deduction. His friends, however, at once rallied to his aid and supplied funds for the purchase of an annuity of \$1200, which maintained him in comfort for his remaining years. He uttered no bitter or unkind words in reference to his withdrawal from office, nor would he tolerate such expressions from others. By the turn of a finger he could have drawn to himself the support of a powerful party in the state and projected the college into the political controversies of the day. That move he never made. His frame of mind may be judged from a cordial letter which he wrote to his successor, President Smith:

For those differences, though I have not lost the kind regards of my brethren or the Trustees of the College personally, I have lost their confidence as a safe guide for youth or as a patriotic citizen. They are willing I should be saved, but not in an official capacity.

As I am not particular on that point, I do not think it is wise to quarrel about it, and besides I am not willing to administer affairs under constraint or contentiously, wherefore I have resigned my office. But this is done in perfect good nature on my part and I do not suffer myself to feel unfriendly toward my brethren or the college or any other persons or corporations whatever. I heartily approve of the action of the Trustees in bringing you to the college. I regard your election as entirely judicious and hopeful for the interests of all concerned.

On the other hand, his pessimism concerning the course of affairs in government and religion was extreme. To him the age was out of joint, and his distrust of the leaders who had brought about the crisis was profound. In a private letter to a friend he thus referred to Henry Ward Beecher, who had hurled invective upon him from the pulpit of Plymouth Church:

But that either myself or mine should have the reprobation and curse of such a man as Mr. Beecher I consider secularly an honor and scripturally a blessing. In these evil hours I would not that we should have praise from any of that intemperate and fanatical class of men who are substituting human theories for the word of God, and making the Redeemer of the world a patron of their wild crusade, and treading under their feet the Constitution and liberties of their country.

Such expressions, however, were confined to private intercourse and correspondence. Nor did this pessimistic point of view tend to sour or embitter him. In his private life he was cheery and genial. His letters, in his latter years, are marked by a playful wit and show him, except in matters of politics, of a happy turn of mind. He continued to reside in the house at the north end of the green which so long had been his home, and to take live interest in all that concerned the college. At the centennial of 1869, although too infirm to attend, he addressed to the alumni a letter in which he adjured them to guard intact the fundamental religious basis of the institution. He died on September 9, 1870, at the age of seventy-seven.



CHAPTER XII

The Administration of President Smith

ON August 27, 1863, the trustees elected to the presidency the Reverend Asa Dodge Smith of New York, a graduate of the college in the class of 1830, who accepted the office without undue delay. Dr. Smith was born in Amherst, N. H., in 1804. As a boy he learned the trade of the printer, but, becoming desirous of an education, he entered school at a somewhat advanced age and was twenty-six before receiving his college degree. He then attended the Andover Theological Seminary, from which he was graduated in 1834. At once he was called to the newly organized Brainerd Presbyterian Church in New York, with which he remained until his summons to the presidential chair at Dartmouth, a period of twenty-nine years. During that time the society twice moved to new and larger buildings and so developed that it numbered 1400 souls by the end of his pastorate. Dr. Smith was a man of great tact, of gracious and kindly manner, and easy and polished as a public speaker. In addition to his other qualifications, the trustees probably hoped that his intimate acquaintance with men of wealth in the metropolis might be utilized to bring needed financial aid to the college.

President Smith was inaugurated on November 18, 1863. His address, entitled "The College, Its Proper Function and Character," gave little warrant for the belief that radical changes would be made in the guiding principles of the institution. The college, he said, should be characterized by *completeness* in all that it under-

took, and so managed that no one element of sound training should be stressed to the detriment of others. More discriminating than many educational experts even in our own time, he recognized the American college as essentially an American institution, radically different from the foreign university both in its purpose and in its methods. He was of the opinion that its character should be conservative but that its basic principles should not be cherished so strongly as to stand in the way of a genuine spirit of progress. Most of all, it should be Christian, not in a narrow sectarian sense, but in the broadest evangelical point of view. "Let the Bible be included among our text-books as the sun is included in the solar system, and let all the rest revolve in planetary subjection around it." It was evident to the conservative trustees who selected him that the college was in safe hands.

Coming to office in the midst of the Civil War, the new president found himself confronted at once by problems of the most perplexing nature. The state of the institution was serious, indeed. As a result of the call upon young men for military service, educational institutions, Dartmouth among others, were almost depopulated. In the fall of 1863-64 but 161 students were enrolled in the academic department, with a freshman class of 31, the smallest since the troubles of 1816. In addition, 42 students were members of the Chandler School and 60 of the medical school. In the following year the situation was even worse. The freshman class numbered but 29, the total academic enrollment had sunk to the low level of 146, while the attendance in all departments was but 230. War was not only the main interest of lads who, under ordinary circumstances, would have entered college, but it had become that of a large portion of the alumni. The peculiar views of President Lord upon the issues of slavery and the injustice of the Northern cause evidently had had little effect upon the minds of those who had passed through the institution during his regime. From the academic and medical departments Dartmouth contributed to the military service of the North 652 of her sons, a proportion which is said to have been larger than that from any other college in the North. Of this number, 473 were commissioned officers, 221 of them being in the medical service. Eighteen rose to the rank of brigadier

general and three were major generals. In addition, 44 of the alumni and students of the college (so far as can be learned from the scanty records) were enrolled in the Confederate army.

The decrease in the number of the undergraduates, of course, had a stunning effect upon college finance. The fairly even balance between income and outgo which had marked the years of the Lord administration preceding the outbreak of the war was at once upset by the diminution in student revenue. Income was greatly decreased, while no possibility existed that expenditure could be contracted to an equal degree. In fact, a most serious aspect of the situation was the necessary increase of all varieties of expenditure as a result of the rise of prices and the sharp upward trend in the cost of living coming in the train of the war. All types of supplies could be secured only at inflated prices and the necessity of at once increasing the salary scale, if the professors were to live at all, was obvious to any observer. As a result of these necessary measures, embarrassing deficits in the college budget were hardly to be avoided unless additional funds, in large volume, could be secured. That problem was a pressing one during the whole of President Smith's administration and it was one which, despite his best endeavors, he never completely solved.

Another difficulty which confronted the new president had no relation to the war, but consisted of the necessity of making extensive and very delicate readjustments in the personnel of the faculty. In his final report, in 1863, President Lord had called attention to an unprecedented situation which called for action by the trustees in relation to no less than six of the departments of the college. The professorship of philosophy was vacant and had been so since the death of Professor Long in 1861. Professor Brown had become wearied with his duties in the department of rhetoric and wished to be transferred to this unoccupied chair. If his request were granted, a new professor of rhetoric would be required. Professor Putnam, of the department of Greek, had died during the summer, and Professor Varney, of the department of mathematics, had not proved to be successful as a teacher and had resigned. Much criticism was rife concerning the effectiveness of Professor Fairbanks in the department of natural philosophy, which might lead to the necessity

of action in his case. Professor Patterson, of the department of astronomy, had been elected to Congress in 1862 and was necessarily absent from Hanover during a portion of the year. He expected to retain his teaching position and to combine such work with his congressional labors, but obvious objections were raised to that arrangement. The problems presented by this unusual combination of circumstances were delicate, and required great care and tact in their solution. That careful handling the new president was supposed to supply.

Of these three problems, that of student attendance could, of course, be solved only by the conclusion of the war. In the meantime nothing could be done except to await the course of events. The eventual outcome indicated that the institution had not lost its hold upon its constituency as a result of the crisis through which the country had passed. While the freshman class entering in 1864 numbered only 29, that of the following year, after the conclusion of hostilities, contained 59 men. In subsequent years a rapid increase took place, so that by 1870-71 the total enrollment in the academic department was 305, a larger number than had ever before been registered in the institution except during the hectic period of prosperity in the early forties. The number was about that which should have been attained had the normal increase of attendance during the last twenty years of the Lord administration been uninterrupted by the years of national adversity. From that time, however, the increase of student numbers was not maintained, and in the remaining years of the Smith regime attendance fluctuated between 260 and 280, with a drop in 1876-77, the last year of his term, to 249. For the time, the institution had evidently attained a static position so far as enrollment was concerned. Attendance in the Chandler School, while subject to minor fluctuations, reached a similar equilibrium at about the same time, with an average enrollment of 70. The increased prosperity of the medical school and the establishment of new departments (the Thayer School and the College of Agriculture) served to bring the total attendance of the institution in these later years to a higher point than it had ever reached before. The maximum was attained in 1875-76 when, in all

departments, 479 students were registered. That number was not again equalled for nearly twenty years.

The financial crisis at the beginning of the administration, which obviously called for immediate action, brought forth the best efforts of the trustees and, particularly, of the president to meet the pressing demands. In November, 1863, the board voted to institute a subscription designed to secure \$100,000, and to employ paid agents to carry on the undertaking. Most of the work, however, seems to have been done by President Smith. His influence with his New York friends was fruitful, and an endowment for the presidential chair amounting to \$28,620 was obtained from that source. Further subscriptions from other quarters brought in by 1867 \$20,430 more, which was applied to the general purposes of the institution. The president was particularly interested in the scholarship funds and busied himself with untiring energy to increase them. In this respect his efforts were remarkably successful. At the beginning of the period the funds available for such purposes were limited to the ministerial subscriptions of 1828, the capital which had accumulated from the second college grant, and the Clark endowment. The first and third of these funds were restricted to students preparing for the ministry, while grants from the second could be awarded only to students from New Hampshire. In all, these funds provided an income for forty-two scholarships. By the close of the administration the president had secured gifts sufficient to increase the number of such scholarships to 103, each one yielding an annual return (\$70) considerably in excess of that previously assigned. The endowment thus obtained amounted to more than \$70,000. In addition, President Smith devoted endless correspondence to appeals for so-called temporary scholarships, which consisted of annual grants by charitable persons of \$70, for the support of some worthy student for the year. In the last year of the administration seventeen of these were listed in the catalogue, but the number had been much larger in the earlier part of the period. Less successful was the attempt of the president in 1865 to raise \$25,000 within the state of New Hampshire to endow a special professorship, only about \$8,000 being obtained at that time, and the completion of the endowment was not brought about until the last

years of the next administration. Nor was a subscription which was undertaken by the trustees in 1872, designed to produce \$200,000, ever carried into successful execution.

In the earlier years of Dr. Smith's term some financial relief was afforded by the payment (in 1864 and in 1868) of the long overdue legacies, amounting to \$17,000, left to the college many years before by William Reed. In 1865 two bequests were announced. John D. Willard, 1819, a lawyer of Troy, New York, left the institution the sum of \$10,000 for the endowment of a chair of rhetoric and oratory. It was provided that the fund must be kept separate from all others and allowed to accumulate until it reached \$30,000. It was not available, therefore, for immediate use, and did not become available until long after the death of President Smith. In the same year the institution also became a legatee by the provisions of the will of David Culver, of Lyme, New Hampshire, of a fund designed for agricultural instruction. The disposal of this bequest will be discussed later in this chapter. In 1869 the college was made residuary legatee of the estate of Judge Richard Fletcher, 1806, of Boston, long a trustee of the college. The bequest was subject to life interests of a number of other legatees and returns from it came in very slowly. At the end of the Smith administration \$31,600 had been received, but \$10,000 of this, by terms of the will, was reserved for the endowment of a biennial prize of \$500 for an essay "to counteract the worldly influences that draw professed Christians into fatal conformity to the world." If no essay was deemed worthy of the award, then the proceeds of this portion of the gift were to be given to some charitable institution in New Hampshire. In the course of time, about \$100,000 was received from Judge Fletcher's estate. In 1867 a gift of \$40,000 was made by General Sylvanus Thayer, 1807, of Braintree, Massachusetts, for the establishment of a School of Civil Engineering and Architecture, and in succeeding years the amount was increased by him to about \$70,000. In 1869, \$5,000 was given by Miss Mary C. Bryant, of Boston, as a memorial to her grandfather, Professor John Smith, the income to be used for the purchase of books for the library. In 1872, Aaron Lawrence, of Amherst, New Hampshire, left a portion of his estate to executors to be assigned by them "to objects of charity and benevolence at

their discretion." The executors (one of whom was the Reverend Josiah G. Davis, a trustee of the college) turned over to the institution \$15,383, which was set aside as a partial endowment for the chair of intellectual philosophy and political economy. No more gifts of any size were received until the closing years of the administration. In 1875 Judge Joel Parker, 1811, of Cambridge, Massachusetts, long a trustee, left certain funds, partly for the establishment of a school of law, partly for the benefit of the library. The estate was a difficult one to settle, but eventually (not in President Smith's time) the college realized about \$50,000 for the law department and \$37,000 for the library. Finally, in the same year, the largest bequest which had come to the college up to that time was provided for, quite unexpectedly, by the will of Mr. Tappan Wentworth, of Lowell, Massachusetts, a lawyer and former member of Congress. Appraisal of the estate, made at the time, set upon it the value of \$276,972. By terms of the will, it was stipulated that several annuities should be charged to the income, including one of \$6,000 to Mrs. Wentworth, and that the additional proceeds of the estate should be added to the principal until the value of the property should reach \$500,000. Until that result was attained, none of the income could be used. An examination of the estate revealed the unwelcome fact that it was in a much less satisfactory condition than the first appraisal had seemed to indicate. About two-thirds of the property was invested in real estate in Lowell, which was of considerable potential value but at the time mainly occupied by business property, much of it in so-called "ten-footers," which were in poor condition and subject to further deterioration. Such property was, of course, extremely troublesome to manage. It was also discovered that this real estate was mortgaged to the amount of \$41,000. Most of the personal property was invested in the stock of a rubber company, the shares being appraised at \$75,000. The trustees were anxious to dispose of this stock at once, but the executors refused to take that action, and before the college could get its hands on the property the company had collapsed and the stock eventually could not be sold for much over \$11,000. For a time the trustees even found it necessary to borrow money to pay the expenses of the estate. As soon as the board could prevail on the

executors to turn over the property, the college undertook the management of the estate for itself, a business which required much care and oversight on the part of the two trustees (Mr. Davis and Dr. Spalding) who had it in charge. It was not until 1896 that an appraisal indicated that the fund had accumulated to the stipulated amount, so that the proceeds became of actual use to the college.

The most important addition to the buildings of the institution during the Smith administration was a gymnasium. In July, 1865, Mr. George H. Bissell of New York, a graduate in the class of 1845, informed the trustees that he would supply funds for such an edifice provided, (1) that the building should be erected with the least possible delay on a site already agreed upon, (2) that it should be built of granite, upon a plan to be approved by the donor, (3) that the entire cost should not be more than \$15,000. Upon investigation, it was found that granite could not be used with proper economy, nor could a suitable building be erected for the amount specified. Mr. Bissell was willing to modify his proposal to meet these difficulties, however, and increased his offer to cover the necessary cost. The architect, Joseph R. Richards of Boston, designed a building 90 by 47 feet which eventually cost (with equipment) \$23,850. The first floor contained six bowling alleys (in Mr. Bissell's undergraduate days bowling was a diversion forbidden to students, and he is said to have insisted that this feature should be included, in revenge for disciplinary difficulties into which he fell in his college days) and the upper floor, the main gymnasium room. It was ready for use in March, 1867, and the catalogue of that year describes it as "a beautiful and commodious structure." An instructor in gymnastics was secured and all students were required to utilize the facilities for a certain number of hours each week. High hopes were entertained of the good effects on the health of the undergraduates which would result from the requirement of regular exercise. At first, these expectations seemed to be justified. The testimony of the "resident medical professor" (Dr. Dixie Crosby) on this point was considered to be sufficiently significant to entitle it to publication in the catalogue of 1867-68:

Since the opening of the Gymnasium I have taken the occasion to witness frequently the exercises, and the results have more than

equalled my expectations. There has been no case of severe illness in the college during that time and there have been fewer instances of slight indisposition than I have ever known in the same length of time before. Dyspepsia, debility and similar affections incident to a sedentary life, and which have hitherto been frequent in the change of seasons from winter to spring, have, during the present season, been unknown. There has been a manifest improvement in the physical tone of the college, and the increasing muscular power and agility of the young men have forced themselves on the attention even of unpractised eyes. I am fully satisfied that these exercises have greatly subserved the general health of the students.

Probably this statement was justified by the facts, but, as time went on and the novelty wore away, the natural tendency of human beings to rebel against enforced physical exercise began to manifest itself, and gymnastic work did not continue to be looked upon by the students with complete approval. The faculty records contain frequent references to the necessity of disciplinary action to check disorder and indifference in the gymnasium classes. *The Anvil* on November 13, 1873, summed up the matter as follows:

We have a good gymnasium and a faithful instructor but until some plan is devised to make the exercises more attractive, and behavior under more stringent regulation than it has been in the past, the beautiful edifice called Bissell Hall will remain as it is, of more ornamental than practical use.

Comments of this type are perhaps no more severe than might have been expected. The structure served its purpose well until the college entirely outgrew it. Upon the construction of the Alumni Gymnasium in 1909 it was thoroughly remodeled and became the home of the Thayer School of Civil Engineering.

Other buildings erected during this period for the most part served the uses of the associated schools and will be discussed in that connection. Definite advances were made in the scientific equipment of the college, the department of astronomy being particularly fortunate in this respect. The college was proud of the growing reputation of Professor Young and the trustees exerted themselves

diligently to provide material facilities for his needs. Fortunately, the Appleton endowment was of considerable size and funds were thereby available for moderate purchases of equipment. Repeated appropriations were made for astronomical and physical apparatus, and the department, for the times, was well supplied. In addition, Professor Young raised by private subscription over \$4600, through which he was enabled in 1872 to purchase a new telescope of 9.4 inch aperture and twelve feet focal length, accompanied by a spectroscope of the highest power. The cost of the instrument was \$4000, but \$1500 of this amount was allowed for the old telescope. In 1871, a chemical laboratory having become available through the erection of Culver Hall, \$1000 was devoted to the purchase of chemical apparatus and in the following year \$1200 was appropriated for laboratory furniture and for the installation of water. Small sums were also devoted to the geological museum. In 1867 and 1868 Judge Joel Parker, visualizing what Observatory Hill might become if its bareness should be covered by foliage, presented to the institution 15,000 seedling trees, imported from Angers, France. He also gave \$1000 for the purchase of a tract to enlarge the possessions of the college to the east of the hill. The trees planted at that time still remain, but the laying out of paths and the general landscaping of the park were carried out in the administration of President Bartlett. In 1868 the trustees carefully investigated the feasibility of heating the college buildings by steam, but concluded that the expense was at that time prohibitive. In 1876, however, the library, museum and other collections, housed in a building as combustible as Reed Hall (which, moreover, was used in part for dormitory purposes, with stoves scattered through the structure), were regarded as in such serious danger of destruction by fire that the risk could no longer be tolerated. President Smith and Professor Quimby signed personal notes for \$2000 to enable a steam heating system to be installed, apparently with the hope that Professor Quimby would be able to raise by subscription the funds necessary to care for the indebtedness. Very little came in as a result of his efforts, however, and the trustees eventually were compelled to assume the obligation. The new facilities were not greeted with acclaim in all quarters. Those students who roomed in the building

were compelled to dispense with their stoves and to rely on the new system for heat, an arrangement which was not entirely satisfactory to them, as the expense of heating was increased, while the system, being badly installed, worked in a very unsatisfactory fashion. The management of the boiler, moreover, was in the hands of an inexperienced stoker and the steam was turned off at an early hour in the evening. As a result, for a time the hall became a very unpopular dormitory. In 1869 the chapel organ, which had done service for thirty years, was replaced by a new instrument with thirteen stops. The collection of portraits owned by the institution was increased by the addition of a number of paintings, the most important being the portrait of Nathaniel Whitaker, painted in England probably by Chamberlain in 1767, presented by Colonel J. S. Whitaker of New Orleans, and a copy by Tenney of a picture of Samson Occom by the same artist. The college also began in this period the process of repurchasing the land which had been granted so freely to various settlers in the early days, a process which has continued to the present time. In 1868 the so-called lower hotel property (the site of the Tavern) was bought for \$3500. It was occupied by a large, ramshackle, wooden structure which was considered to be suitable for dormitory purposes and which was renamed South Hall. In 1869 the house south of the gymnasium, the owner of which, disturbed by the noise of the new bowling alleys, was threatening legal action, was purchased for \$3300. In 1872, at an expense of \$6849, the corner upon which Wilson Hall now stands was acquired as a site for a library, although it was not actually used for fourteen years.

The recital of these additions to the resources of the institution would lead one to think that its finances were in a reasonably prosperous condition. President Smith stated that the aggregate amount of benefactions coming to all departments during his administration, reckoned at their actual value, was \$960,590, while the sum which would eventually become available, when all the conditions of the gifts should be fulfilled, he estimated to amount to \$740,000 more. The actual assets, free from debt, in the hands of the treasurer, were reported in 1876 as \$475,973, in contrast with \$182,200 at the beginning of the period.

The idea that the institution was really in a satisfactory financial condition, however, is quite contrary to the truth. President Smith, confronted by the tale of frequent gifts to the college, was often ruefully compelled to call attention to the fact that "it costs to prosper." Particularly unfortunate was the institution in receiving donations which might be of great prospective value, but which were of no present use. While visions for the future were bright, it seemed entirely possible that the fabric might crumble before that future could be reached. It was likewise embarrassing that, in many cases, even those gifts which were available for immediate use were designed for purposes which made them a positive drain upon the general funds of the college. As a matter of fact, the addition to unrestricted endowment during the administration amounted to but \$119,000. On the other hand, in no way could large increases in necessary running expenses be avoided. Faculty salaries, in particular, could not be kept at the former low figure. In 1863 and again in 1864 emphatic protests were received from the teaching body that their incomes were falling far behind the increase in the cost of living; protests to which the trustees could only respond with resolutions of sympathy and with promises of relief as soon as funds for the purpose could be secured. In 1865, however, salaries of professors were increased from \$1100 to \$1300 and that of the president from \$1800 to \$2000. In the following year the professorial stipends were made \$1500 and that of the president \$2200. In 1869 a further increase was made to \$2000 and \$3000 respectively, a point at which the salaries remained for twenty years.

As a result of such unavoidable increases, the expense of the academical department had grown in 1875-76 to \$49,745, while in 1859-60, for a student body approximately equal in size, it had been but \$17,475. Of course, the income had also increased. Tuition charges, in particular, showed a sharp rise. In 1867 the fee was raised from \$51 to \$60, in 1872 it became \$70, and in 1876 it was further increased to \$90, with an additional charge of \$6 for a library tax. Room rentals were also raised and at the end of the period the policy, formerly in vogue, of charging to those rooming outside the dormitories the rental of the college rooms not occupied was once more adopted. But, in spite of all efforts to increase in-

come, never during the Smith administration did the receipts equal the expenditure. The accounts of each year showed a persistent and discouraging deficit. For the thirteen years from 1863-64 to 1876-77 the sum of these adverse balances was over \$67,000, an average of \$5150 for each year. In 1875-76 it reached the high maximum of \$12,422. As a result of a steady operation of the college at a loss, the debt increased during the period from \$32,500 to \$122,125. It is true that the policy, already in vogue, of carrying indebtedness as loans from college resources was continued and the debt did not represent an external liability, but, as a result of such methods, the endowment of the institution was reduced to about four-fifths of its book value. Some of the special funds were, in fact, very nearly wiped out. At the close of Dr. Smith's term the progressive increase in the yearly deficits, apparently incapable of being checked, the accumulation of debt, the discovery of a defalcation by the treasurer (later to be described), the impossibility of securing adequate funds for current use, all combined to make the period one of profound discouragement. Despite the promise of future prosperity, the institution seemed to be in a financial condition quite as disheartening as any experienced by it in its checkered history.

The difficulties in faculty arrangements which confronted President Smith upon his accession to office he eventually solved in satisfactory fashion, although considerable time was required for the process. In 1863 Professor Brown was transferred to the chair of philosophy coveted by him and, to take his place in the department of oratory and belles-lettres, the trustees were fortunate in being able to summon back Edwin D. Sanborn, so long Professor of Latin in the college, after a term of four years in Washington University. At the same period Professor Packard was transferred to the chair of Greek and the work in modern languages was intrusted to an instructor, Edward Rush Ruggles, 1859. In 1866 the language chair again became vacant, Ruggles being transferred to a professorship in the Chandler School, and from that time no regular professor in that subject was employed by the academic department; such instruction as was given being supplied by Chandler School teachers. In 1863 Charles A. Young was asked to become Professor of Mathematics, but he declined the position. The most difficult problem was

that relating to the chairs of astronomy and natural philosophy. Professor Patterson, despite the call of his congressional duties, was extremely desirous of retaining his faculty position by engaging substitutes to do his work when he was absent, but the trustees were entirely averse to such a method. As a temporary arrangement, the professor was given leave of absence to serve one term in Congress without salary from the college, but in 1864 the board definitely made its policy known by the following vote:

Hereafter the acceptance of any civil office by any member of the faculty, except the office of justice of the peace or any town office, shall operate ipso facto as a resignation of his position as member of the faculty.

It was felt at this time that separate professors were not required in astronomy and in natural philosophy, and that the two departments should again be combined. To bring this union about, the professorship of mathematics was offered to Patterson (that he might not feel that he was forced out of a teaching position should he retire from Congress at the end of his term) and Fairbanks was asked to assume charge of the work of the combined departments. Both men, however, immediately and emphatically declined to consider such a change in their duties. Whereupon, apparently some difference of opinion arose in the board, but finally, by a vote of four to three, the resolution combining the two departments was rescinded and, for the time, matters were left as they had been. However, the re-election of Patterson to Congress in 1864 automatically vacated his faculty position, in accordance with the trustee vote stated above. The president then found a happy solution of the matter. Elihu T. Quimby, 1851, who had long served as an instructor in secondary schools, was elected Professor of Mathematics in 1864, and in 1865 Charles A. Young, 1853, was appointed to the combined chair of astronomy and natural philosophy. To care for Professor Fairbanks, a chair of natural history was established and he was asked to transfer his activities to that department, which he was glad to do. In the vote setting up the new chair the trustees expressed the hope that eventually a full salary could be paid to the incumbent of the office, but, for the present, his com-

pensation was limited to \$500. The arrangement is an excellent example of the president's adroit management. For financial reasons it was important that Fairbanks should be conciliated, and that was brought about by the action taken. For scholastic reasons it was even more important that the services of so brilliant a scientist as Professor Young should be secured, and that was also accomplished. Everyone was satisfied with the arrangement except Professor Patterson, who stoutly maintained that he had been sacrificed as a result of the unwarranted demands of his political enemies.

As time went on, other faculty changes occurred. Professor Aiken resigned the chair of Latin in 1866 to assume a similar position at Princeton. He was succeeded by Henry E. Parker, 1841, then a minister at Concord, New Hampshire, who retained the position for many years. Professor Hubbard gave up his professorship of chemistry and geology in the college in the same year, although he retained his connection with the medical school. Two years later, that part of his work having to do with geology was assumed by Charles H. Hitchcock, Amherst 1856, but no successor was appointed in the department of chemistry, the instruction being supplied by teachers from the Agricultural School. In 1869 Professor Brown resigned to assume the presidency of Hamilton College. Whereupon, Professor Noyes was transferred to the vacated chair of philosophy, leaving the professorship of divinity unfilled, a condition in which it remained for many years. Professor Fairbanks resigned in 1868 and Professor Packard in 1870, the latter to become Professor of Greek in Princeton. The Greek chair was then assumed by John C. Proctor, 1864. Other recruits to the faculty at this period, who became prominent in the management of the institution, were John K. Lord, 1868, who began his service as tutor in 1869, and who became Associate Professor of Latin and Rhetoric in 1872, and Charles F. Emerson, 1868, who became a tutor and Instructor in Gymnastics immediately upon graduation, and who was promoted to an Associate Professorship of Natural Philosophy in 1872. At the very close of the administration Professor Young resigned to accept the astronomical chair at Princeton. That institution evidently found the Dartmouth faculty excellent recruiting ground during this period.

President Smith's career as president was marked by a development of the associated schools to such an extent that Dartmouth seemed on its way to fulfill the dream of President Lord, many years before, by becoming a university. Moor's School, of course, by now was practically defunct so far as actual operation was concerned, although its organization was continued and its funds were somewhat increased during the period. The building belonging to it brought an annual revenue from the Chandler School, and some return was still received from the Wheelock lands. None of the money thus derived seems to have been applied to the support of Indians, but the stipends from the Scotch endowment continued to be available. So far as we can learn from the scanty records, seven Indians enjoyed the benefit of this fund during the period. Two of them became graduates of the institution; viz., Robert Hawthorne, of the Blackfoot tribe, a member of the class of 1874 in the Chandler School, and Rollin K. Adair, a Cherokee, who received a degree from the Agricultural College with the class of 1877. Two others entered college but did not remain to complete the course.

After a temporary period of prosperity during the Civil War, the medical school sank to a rather low ebb, its enrollment during the years 1867 to 1873 being between forty and fifty. Dr. Dixie Crosby had resigned as Professor of Surgery in 1868 and had been succeeded by his son, Dr. Alpheus Benning Crosby, commonly known, to distinguish him from his father, as Dr. Ben. He was highly skilled as a surgeon, but he won almost equal repute and a high degree of popularity for his genial personality and, particularly, for his effectiveness as an after-dinner speaker. In the latter part of his life he resided for the greater part of the year in New York City, coming to Hanover only for the lecture term. He died in 1877, when but forty-five years of age. At this period the chairs in the medical school were occupied, in general, by non-resident professors. An exception was the professorship of the theory and practice of medicine, to which Dr. Carleton P. Frost, 1852, was appointed in 1870. Dr. Frost spent his life in Hanover as a village physician, but he also acquired a large consulting practice in the region around. In 1871 the school received a gift of \$10,000 from Edward H. Stoughton, a New York lawyer and at one time Minister

to Russia, for the establishment of a pathological museum. A part of the money, together with an appropriation of \$5000 made by the legislature of New Hampshire in 1873, was used for the rearrangement and repair of the medical building. Partly as a result of this increase in material facilities, but more largely through the effective leadership of Dr. Frost, the enrollment of the school underwent a rapid increase, rising in 1879 to one hundred. In addition to the regular lecture term, a recitation term was established as a substitute for the usual period of study under a practicing physician. During this session opportunity was given to the students to do work in the laboratories and dissecting rooms of the college and their names were enrolled in the catalogue, but the enterprise was purely a private one, conducted by Dr. Frost.

The Chandler School shared in the growth of the college as a whole. In the early part of the Smith administration attendance was between forty and fifty, but later it rose somewhat, and in the years from 1869 to 1876 it averaged seventy-two. In the earlier days the institution was run at a loss, a situation which called forth the sharp reproof of the board of visitors in 1868 and the demand by them for management of the School with rigid economy. The reproof was evidently effective, for the accounts usually showed a surplus in the later years. In 1871 a bequest of \$20,000 was received from Professor Woodman, to accumulate until it reached the sum of \$30,000. In 1876 the funds of the School amounted to \$106,000, as contrasted with \$63,000 fifteen years before. In 1871 the building occupied by the School (which belonged to the Moor foundation) was remodeled better to serve the purposes for which it was employed. From the point of view of convenience no doubt the change was justified, but artistically it was most unfortunate. What had been a simple, harmonious edifice became unquestionably the ugliest building in Hanover, and it so remains, despite later attempts to improve it. Until 1863 Professor Woodman was the only professor who devoted full time to the Chandler School. Others were eventually added, so that at the end of the period three instructors were assigned to the School, namely Edward Rush Ruggles, in modern languages, who became administrative head of the institution after Professor Woodman's resignation in 1870, Frank

A. Sherman, 1870, in mathematics, and Arthur Sherburn Hardy, a graduate of West Point in 1869, in civil engineering. Much of the instruction in the Chandler School, however, was still in the hands of members of the academic faculty. Various short courses were given by those men who were equipped for such service, most of whom were very willing to supplement their academic salaries in this way. Compensation for the work of academic professors was raised in 1865 from \$1.00 to \$2.00 an hour. As a result of this combination of forces, the list of instructors in the Chandler School, as found in the catalogue, was of greater length than that of the academic department. It served to give to the School an appearance of dignity and prestige which it hardly deserved.

At times, the feeling of hostility to the School, which had been prevalent among the academic faculty in its earlier days, was still apparent. In 1865 the trustees, yielding to the urge for university organization which animated President Smith, voted that the institution should be termed in the future the "Chandler Scientific Department," rather than the Chandler Scientific School. Whereupon, the members of the academic faculty filed with the board an emphatic protest against the change. They maintained that the new designation was intended to give an impression which was entirely fallacious. The Chandler School, they said, could not properly be called a *department* of the college; its aims were absolutely dissimilar and its scholastic requirements and standards definitely lower than those existing in the academic branch of the institution. It was a separate organization, with purposes of its own, with scholastic methods and standards adapted to meet those purposes, and bearing no relation to those of the real college. An attempt to give it status as a co-ordinate and equal branch of the institution was to assign to it a dignity which it did not deserve. And they argued that to preserve the purpose for which it was founded it should, in all fairness, be kept as a separate and independent organization and should be made to stand upon its own feet. Apparently no attention was paid by the trustees to this protest and the objectionable change of name was retained.

Two additional departments became associated with the college during the period, the first of which was the Agricultural College.

It owed its origin, as did the land-grant colleges in general, to the Morrill Act of 1862, which assigned to each state 30,000 acres of public land for each senator and member of the House representing that state in Congress, to establish a college of agriculture and the mechanic arts. The share of New Hampshire was 150,000 acres. The legislature of the state accepted the gift at once, but definite action in providing for the establishment of the institution was delayed until the time approached when, by terms of the act, the endowment would lapse.

Educational foundations of the type contemplated by the act were little understood at the time and much uncertainty existed, at least in the Eastern states, as to exactly what use should be made of the money. Existing colleges, looking upon the endowment with longing eyes, were eager that it should be assigned to them, upon their promise to install departments of agriculture. That policy was adopted by a number of states and it was the action urged upon New Hampshire by the trustees of Dartmouth. In 1864 President Smith offered to the legislature the use of the buildings, library, professorships and apparatus of Dartmouth College (facilities which, he said, the state could not duplicate for \$400,000) for the new school, with the promise that the college would make suitable provision for agricultural instruction and would devote one-half of the national grant to gratuitous tuition of boys of the state. In addition, Dartmouth would guarantee that the new institution should be set up without expense to the state and that its funds should be administered by those state officials who were already *ex-officio* members of the Dartmouth board in relation to other state funds. This offer was made on the condition that the endowment coming to New Hampshire as a result of the Morrill Act should be turned over to the college.

The response to this offer was not so sympathetic as might have been desired. Dartmouth was not at this time in good odor with the state authorities. In addition to the feeling which still persisted as the result of the controversy of 1815, recent events had antagonized both of the great political parties. Many of the Republicans were resentful of the attitude of President Lord on the issues of the Civil War, and were suspicious of the institution on account of

the fact that he had been allowed to remain so long as its head. The Democrats were equally resentful because of the pressure exerted upon him which resulted in his resignation. A member of the latter party, Colonel John H. George, although protesting that he was a sincere friend of the college, took the occasion of an appeal of President Smith for the legislative co-operation of his party friends to remonstrate with him concerning the action of the trustees in the case of President Lord and to express an opinion that it was unfortunate that "a member of the faculty should divide his time between teaching and the planning of caucuses and making stump speeches in order to secure a partisan nomination and election," a reference to the political activities of Professor Patterson. On the other hand, William E. Chandler, then just coming into prominence as a Republican leader, also professing entire friendship for the college, made this comment on the attitude of the legislature:

There is an intense prejudice among the people and in the House of Representatives against Dartmouth College, of which I am heartily ashamed. It exists, however, and must be dealt with as a fact. I trust it will wear away under your administration.

A further complication arose as the result of an offer of David Culver, of Lyme, to give to the state his farm, which he valued at \$20,000, and \$30,000 in money on the condition that the new school should be located in his own town. Mr. Culver had already provided by a will, originally dated in 1849 but subsequently modified by numerous codicils, for a similar gift to Dartmouth College to be used for the establishment of a school of agriculture. He now substituted the state as the beneficiary, with the proviso, however, that if the legislature should not accept his proposal, the money was to go to the college as provided under the previous terms of the will.

Under these circumstances the legislature was much divided in its sentiments at its session of 1864. Prejudice was strong against Dartmouth, and in the minds of some who did not share that feeling the impression existed that the older institution would so blanket the new one as to make its progress difficult. In other quarters objection was raised both to Hanover and to Lyme on account of their geographical positions. Various proposals were made, various bills

were introduced, but the legislature could not make up its mind. The session was adjourned without definite action being taken.

According to the provisions of the Morrill Act, the states were required to establish the new institutions by 1867, otherwise the government grant would lapse. The legislature which assembled in 1866 was thus confronted by the necessity of taking final action. An examination of the situation revealed the following facts. The land granted by the government to the state could not be expected to yield, upon sale, more than \$100,000; an amount which, by itself, was entirely inadequate to serve as an endowment of a college. Even if the Culver gift should be combined with it, large additional appropriations would obviously be required to set the new institution upon its feet. The New Hampshire lawmaker of that period was inherently inclined to economy; moreover he had a substantial basis for such an attitude in view of the load of debt accumulated by the state as a result of its expenditure in the war. He could not look with complacency upon the prospect of large and continuing appropriations for a college. On the other hand, if the new institution should be located in Hanover as a part of Dartmouth College, the proceeds of the land grant could be kept intact for endowment and the state would be called upon (at least that was the general idea) to make no additional appropriations for the purpose. If that was the solution of the matter, moreover, while the Culver bequest (Mr. Culver had died in 1865) would go to Dartmouth College, the proceeds, under the terms of the will, must be devoted to agricultural instruction, and the new institution would thus really obtain the entire benefit of the endowment. Such arguments were all-powerful with an economical legislature, and on July 7, 1866, an act was passed definitely locating the new college in Hanover, under the condition that the equipment of Dartmouth College should be placed at the disposal of the institution, and that the Culver bequest should also be used for its benefit. By terms of the act, however, the state funds were not turned over to Dartmouth College as President Smith had desired. A separate board of trustees was set up, consisting of nine members, five of them to be appointed by the governor and four by the trustees of Dartmouth College. To the new institution was given the name of the New Hampshire College of Agricul-

ture and Mechanic Arts, an institution which in recent years, in a different environment, has gained wide educational prestige as the University of New Hampshire.

President Smith was not favorably impressed by the terms of the act. The plan seemed to him to be objectionable in that the union of the institutions was merely temporary in its nature; the requirement seemed to be set up that an experimental farm must be supplied by Dartmouth College, difficulties would be likely to arise in the relations of two independent governing bodies, and no clear evidence was at hand that a real demand existed for the type of instruction which the new institution was supposed to give. He was inclined to abandon the enterprise, to permit New Hampshire College to establish itself in some other location, there to develop independently, as best it could. He was overruled, however, by the remainder of the trustees. They decided to accept the provisions of the act and to elect the four trustees in the new board to which they were entitled. In 1867 a contract governing the status of the new institution was drawn up. By the provisions of this agreement, New Hampshire College was loosely combined, for instruction purposes, with the Chandler School and plans were instituted for opening the institution under this arrangement in the fall. At this point, however, the scheme encountered an unexpected obstacle. The ruling powers of the Chandler School evidently had not been consulted as they should have been; the faculty of that School raised vigorous objections to the combination, and the visitors interposed a definite veto to the measure. The matter was thus put back to the point at which it had been a year before. However, fresh negotiations were instituted and a new contract arranged by the terms of which the new college was set up as an entirely independent institution. According to the provisions of the agreement, the contract could be terminated by either party upon notice of a year; all the facilities of Dartmouth College were placed at the disposal of the new institution; members of the faculty at Dartmouth were allowed to teach in New Hampshire College at the same rate of compensation which they received from the Chandler School, and *vice versa*; a unanimous vote of the trustees was required for the election of professors in the new institution (thus giving the Dartmouth board a veto

power); the laws of Dartmouth College were to apply to students of New Hampshire College; and the property coming from the Culver estate was to be used "with due respects to the wants of New Hampshire students." The sale of the government land-scrip produced \$80,000 and this amount, invested in state bonds, yielded to New Hampshire College an income of \$4,800 a year.

The new institution opened its doors in the fall of 1868, receiving ten students in its "junior" or first-year class. Ezekiel W. Dimond, a graduate of Middlebury in the class of 1865, who had subsequently studied in Europe, was engaged as Professor of General and Agricultural Chemistry. His duties as a teacher, however, constituted but a small part of his task. Although President Smith was president of the new college, Professor Dimond was business manager of the enterprise. He acquired the farm and had charge of its operations, planned new buildings and supervised their construction, made frequent reports upon the state of the institution, and conducted energetic and highly successful campaigns in the legislature for additional funds. In addition, he gave all the chemical instruction which was provided, not only in his own institution, but in Dartmouth College itself, and found spare time to plan and direct the installation of a system of gas supply for the village. For a robust man that combination of responsibilities would seem to have been sufficiently onerous; when it is remembered that the professor was afflicted with epilepsy and was in a very precarious condition of health, we are amazed that he could do so much. At the beginning of the enterprise all the other members of the new faculty (seven in number) were drawn from the instructing staff of Dartmouth College. Requirements for admission to the new school were limited to the studies pursued in the common schools of the state, and examinations were required only in the subjects of arithmetic, English grammar and geography. The course was planned to run through three years, and the college year, beginning September 4, terminated on April 22, leaving the summer free to the students for practical work in agriculture. At first, the degree of Bachelor of Philosophy was awarded for the completion of the course, but in 1873 it was changed to that of Bachelor of Science. The tuition charge

was \$30 a year. The number of students rose to about thirty in the last years of President Smith's administration.

In 1869 a communication was received by the college trustees from those of the agricultural school, in which ample recognition was given to the fact that the college had fulfilled its part in the contract, but which stressed, nevertheless, the need of a building to serve as a "local habitation" for the Agricultural College. It was said that a chemical laboratory and lecture room, an agricultural and mechanical museum, adequate recitation and assembly rooms were urgently required. By this time the proceeds of the Culver bequest could be definitely estimated, although it was found that not so much would be obtained as had been hoped. The will was contested by the heirs of Mr. Culver and, to avoid expensive litigation with an uncertain outcome, a compromise was reached by the terms of which the property of the estate was to be sold and the proceeds divided equally between the college and the heirs. The share of the former eventually amounted to \$21,655. However, Mrs. Culver, who was thoroughly in sympathy with the intentions of her husband and who died in 1866, bequeathed to the institution, on the same conditions as those set forth in Mr. Culver's will, real estate in Lyme which, upon sale, yielded \$9000 more. The college was thus in a position to contribute toward meeting the demands of the agricultural department and also to satisfy certain long-standing needs of its own. The Dartmouth trustees proposed that the construction of a building to cost \$40,000 should be undertaken. Toward that amount they promised to contribute \$25,000, on the condition that the state of New Hampshire should supply the remaining \$15,000. The building was designed to include a chemical laboratory and lecture room to be used jointly by the two institutions, rooms for the departments of geology and natural history, rooms for the museums of the two institutions, while the remaining space was to be divided according to the needs of the branches. The expenses of upkeep were also to be shared in proportion to the use made of the structure by each college. If the institutions should separate, the Dartmouth trustees obligated themselves to repay to the state, without interest, the \$15,000 which it was asked to advance. Largely through the effective lobbying of Professor Dimond,

the legislature, in July, 1869, passed an act appropriating \$15,000 to be used under the conditions stated. Tentative floor plans had already been drawn up and they were put into the hands of Edward Dow, an architect of Concord, to be worked into proper shape. Progress in building was interrupted by a tremendous flood in the fall of 1869, which destroyed the unburned bricks prepared for the structure and made the roads impassable for a long period, but the corner stone was laid with elaborate ceremony on June 23, 1870. A special train came from Concord, bringing to Hanover the governor and most of the members of the legislature, and the festivities were marked, as was the custom of the time, by an abundance of oratory. Just a year later the edifice was dedicated by a similar ceremony, concluded by a ploughing contest on the college farm. Hitherto unique in the experience of the college was the fact that the expense of construction of this building was kept strictly within the limits of the appropriation.

The structure was the largest and most elaborate that the institution had yet erected and was regarded as the finest public edifice in New Hampshire. The editors of the *Aegis* of 1870 referred to it in these terms:

We watch with increasing interest the building of Culver Hall—a plan of which we have had the pleasure of seeing—and we promise that in the point of architectural beauty and appropriateness of design it will hardly be possible to excel it.

When it was completed, *The Dartmouth* (in March, 1872) expressed high commendation of the

... spacious airy lecture room in Culver Hall, with its large and numerous windows and pleasant situation, as contrasted with the Cimmerian gloom of the chapel or some of the recitation rooms of Dartmouth Hall.

These are comments which make interesting reading for recent college generations who have regarded the architecture and the utility of the building with much disfavor. It passed into the sole possession of Dartmouth upon the departure of the Agricultural College in 1893. After being used for fifty years as a sadly inconvenient

and inadequate home for the department of chemistry, it was taken over in 1921 by the department of art. It was finally deserted by that department and, after lying idle for a year or two, was torn down in 1929.

In 1869 a tract of land containing thirty acres (the area to the south of Wheelock Street, now occupied by the gymnasium and athletic field) was secured by the Agricultural College as an experimental farm. It cost \$3625. At about the same time Professor Dimond, at an expense of \$7000, purchased with his own funds a farm of 165 acres (the Chase farm) to be held by him until money became available for its purchase by the college. That was soon brought about through the generosity of John Conant of Jaffrey, New Hampshire, who had accumulated from a long life on a New Hampshire farm a reasonable competence. Conant's interest in the agricultural school did not cease at this point, his gifts to the institution in the following years amounting to over \$70,000. In 1873, 185 acres more were added to the farm at an expense of \$6234. In the same year, through an appropriation by the legislature of \$12,000 and a gift by Mr. Conant of \$5000, work was begun upon a new building, which was intended to serve as a dormitory and dining hall. It was completed in 1874 at a cost of \$22,358 and was named Conant Hall. The supplies secured from the farm were to be utilized in the dining establishment and board was to be furnished at cost. The *Aegis* of 1875 noted that 125 students of all departments were boarding there, at the rate of \$3.25 per week. This building was purchased by the college in 1892. It was renamed Hallgarten Hall and after serving for many years as a highly unpopular dormitory was torn down in 1925. Successive legislative appropriations amounting to \$15,000 permitted the erection of a large barn for the college farm in 1875. This structure passed into private hands upon departure of the college from Hanover and has likewise been torn down in recent years. In fact, very little of a material nature survives in the village to remind one that an Agricultural College was once located in its midst. All this activity was under the direction of Professor Dimond. Worn out by his efforts and by the effects of his malady, he died in 1876.

The situation of the Agricultural College, associated as it was with an institution of a classical stamp, was not regarded with entire satisfaction in all parts of the state. As early as 1869 *The Dartmouth* noted a project to move the new college, because of a feeling in some quarters that classical students are so far separated in tastes from those devoted to agriculture as to make a combination of the two in a single institution unsatisfactory from all points of view. The publication announced its belief that very little feeling of this kind actually existed in the colleges and that, in reality, more sympathy for agricultural education would be found in Hanover than in any farming community in the state. Nevertheless, the feeling persisted and it gave much concern to President Smith and to the trustees. Their exasperation may be imagined when in April, 1876, a communication appeared in *The Dartmouth* objecting in rather arrogant terms to the Agricultural School as a part of the college, criticizing, in particular, its standards for admission as superficial and its requirements for graduation as beneath contempt. The unknown writer likewise objected to the award of the degree of Bachelor of Science (the same as that given by the Chandler School) as based on a preparation and training which were entirely inadequate. The faculty made short work of the offending editors and the trustees passed a resolution calling for a rigorous censorship of the college press, but the harm had been done. These incidents, however, were not serious and, in general, the relationship of the two departments was reasonably satisfactory.

The second of the associated schools to be established during the Smith administration was the Thayer School of Civil Engineering. In July, 1867, the trustees received a gift of \$40,000 from General Sylvanus Thayer of Braintree, Massachusetts, a graduate of the college in 1807 and of West Point in 1808, for the establishment of an engineering school. During his superintendency of West Point from 1817 to 1833 General Thayer had brought the military academy to high repute. He had very definite ideas about the proper methods of engineering training, and stipulated with great exactness the nature of the institution which he wished to found. In the so-called Program A, which accompanied the gift, he set forth the requirements for admission to the school (in general of a much more

exacting character than those which prevailed in such institutions at the time), and in Program B he outlined the curriculum. The school was designed to be essentially post-graduate in nature, and was to provide a course of at least two years' duration, which, if the need arose, might be lengthened to three years. The management was intrusted to a Board of Overseers, consisting of the president of the college and four others, to be appointed at first by General Thayer, and afterwards to be selected by the board itself. The funds were left in charge of the trustees of the college, with the stipulation that the endowment must be kept separate from all other funds. In succeeding years General Thayer increased his donation to nearly \$70,000. The trustees accepted the gift and promised to follow the conditions imposed by the donor. General Thayer reserved the right to select the first director of the school, and in 1870 he appointed to the position Lieutenant Robert Fletcher, a graduate of West Point in the class of 1868. Professor Fletcher took up his duties in 1871 and retained the position of director until 1918, a period of forty-seven years. Three of the original appointive overseers were likewise graduates of West Point, as were a number of their successors, so that the influence of the engineering branch of the military academy was highly important in shaping the school in the first thirty years of its existence. The first students were received in 1870-71, in a preparatory course, the studies of the college at that time not being sufficiently advanced to enable its graduates to meet General Thayer's requirements. Afterwards, the college curriculum was revised to remedy the deficiency and the preparatory course was no longer required. The regular course in the school itself began in 1871-72. The number of students during the Smith administration was small, not averaging more than five each year. At first, the school occupied rooms in Wentworth Hall, but later it was assigned more comfortable quarters along the south side of Thornton Hall.

The increase in the number of associated schools during this period, and the manner in which those which already existed were regarded, began to give to the institution the aspect of a university. There seems to be no question that such a goal was considered highly desirable by President Smith, and that he was working to attain that end. The catalogue gives evidence of such a purpose, with its classi-

fication of the associated schools as "departments," and its general university aspect. If those who were in charge of the college in the years which followed had been of the same frame of mind and if the process which was thus started had been continued, there is no doubt that Dartmouth today would, in name at least, be reckoned as a university. That such a result did not ensue is to be attributed in part to the force of circumstances, but more largely to the strenuous opposition of President Bartlett to such a development of the foundation.

The scholastic requirements and standards of the academic college were notably increased during the Smith regime, marking the beginning of a process which has continued to our own time. Admission requirements, which had remained stationary for so many years, were considerably enlarged. Thus in Greek, while the amount of required reading was somewhat reduced, much more extensive demands were made for grammatical training and for the writing of Greek. In Latin, Virgil was added to the previous requirements of Cicero and Sallust. The amount of algebra was made much larger, while plane and solid geometry were added to the list of required subjects. English and American history were superimposed upon the previous specifications of English grammar and ancient and modern geography. These changes really involved a year of additional study on the part of the candidate for admission. In the latter part of the period, moreover, written entrance examinations were substituted for the rather perfunctory oral tests previously in vogue, and provision was made that they might be taken in installments, separated by a year. The most radical innovation concerning entrance, however, was instituted by a vote of the faculty on April 24, 1876. It reads as follows:

Voted, that students from such fitting schools as have a regular and thorough preparation for college of at least three years will be admitted by us hereafter without examination here, on the certificate of the Principal that they have completed the curriculum of the senior year and have regularly graduated and that, in addition to the proper moral qualifications, they have mastered the entire

requisite for admission or their equivalents as set forth in our catalogue.

This was the beginning of the certificate system of entrance which still prevails. The action of the faculty was evidently taken without the knowledge of the trustees, and the system was put into operation before the latter body had an opportunity to intervene. Then, as now, the board was jealous of infringement of its power to determine the conditions of admission, and it administered a severe reproof to the faculty in the following August:

The Trustees, having incidentally learned that the conditions of admission of Students have been materially changed by the omission in certain cases of examinations by the Dartmouth Faculty, Voted, that we do not recognize the authority of the Faculty to make so radical a change, the conditions of examination being fixed by the laws of the college.

2d. That we authorize the Faculty to carry out the proposed plan for the present year, and direct the Executive Committee, as soon as the working of the new system appears, to determine whether it shall continue in force another year.

Evidently the executive committee found that the system did not work so badly as the trustees had feared, for the records of the Board contain no further objection to it.

The changes in the curriculum which took place during the thirteen years of President Smith's administration were slight. It does not seem worth the while to set forth in detail the course of study in the latter years of his term, as it differs so slightly from that of 1860 (page 430). Latin and Greek were pursued through the first three years, mathematics through the first two. As ever, they constituted the backbone of the course. The general theory of the studies of the liberal college in the days of President Smith was the same as it had been in the days of President Lord; the same, in essence, as it had been in the days of Eleazar Wheelock. The only innovations which attract our attention were the introduction of the study of modern languages through the sophomore year (one-half the time devoted to French and one-half to German) and the permission

given to seniors to study botany, practical chemistry and practical astronomy (one in each term) as extra subjects.

In previous administrations the fundamental principle of a curriculum of this type was not regarded as a subject of serious debate. With minor exceptions it prevailed in practically all the New England colleges. Now, however, mainly through the activities of President Eliot at Harvard, new ideas began to be broached, and the elective principle became the object of earnest, not to say acrimonious, discussion. The trustees of Dartmouth were alive to the new movement. As early as 1869 they adopted the following resolution:

Resolved that while the trustees would adhere to the idea of a symmetrical curriculum embracing all the various forms of culture, they would suggest to the Faculty the propriety of making, in the later stages, a limited and cautious use of the elective principle, particularly in the department of the higher mathematics.

As a result of this suggestion, an option was arranged between calculus and either Latin or Greek in the second term of the junior year, a use of the principle which certainly fulfilled the requirement of being "limited and cautious." Even this possibility of choice was soon withdrawn. In general, electives did not at this time appeal strongly either to faculty or to trustees. Their point of view, under the circumstances, was, perhaps, not without reasonable justification, but less defensible was an attempt on their part to make it appear that the college was more liberal in this respect than it really was. In the catalogue of 1871-72 is found the following statement, in which we detect the fine hand of President Smith:

While the college adheres in general to the idea of a curriculum settled and well balanced, it admits to a certain extent the elective principle. 1. There is a choice, as students enter, between three undergraduate departments—Academic, Scientific and Agricultural. 2. In each of these departments a partial course may be taken, embracing two at least of the required subjects and securing an appropriate testimonial. 3. In the Scientific Department there is a choice in the last year, and in the Agricultural Department in the

last two years between different courses. 4. There are also a number of options, as the programmes show, between particular studies.

This announcement was more illuminating in what it did not say than in what it did. The honest opinion of the president on this issue is set forth in a letter which he wrote in 1873 to President McCosh of Princeton, congratulating him upon a recent utterance in favor of a rigidly prescribed curriculum:

My attention has been directed to this subject by certain outgivings from Harvard such as you have referred to; and at our Alumni Dinner at Boston last Wednesday evening I ventured to introduce it, taking substantially your position and uttering my mind, also, in regard to the elective system as adopted at Harvard—the restaurant system as I have termed it. The attendance of our alumni was large, including some prominent educators, as well as divers distinguished gentlemen in other walks of life, and I was very happy to hear approving responses on every hand. The better part of the Community is right notwithstanding the empirical schemes of certain innovators and the hasty babblements of divers newspaper editors. Nay, I think even “Young America” will in the main stand with us. A prominent teacher, who had had especial opportunity to know what he affirmed, said at our Boston Dinner that the elective regime as inaugurated at Harvard was by no means acceptable to all the students there, and this remark was emphatically seconded by the President of the Association, who has had a son at Harvard. Earnest young men crave real guidance. They welcome, too, a proper system of compulsion and restraint. One of our students was led a year or two since by a certain blare of trumpets to exchange Dartmouth for Cornell. After a time he returned to us. “What has brought you back?” I said, as he applied for readmission. “Oh,” said he, “I would rather be where there is more discipline.”

Apparently he did not misrepresent the opinions of the undergraduates upon this question. At times they objected to the division between the different required subjects, but not to requirements as such. Thus in June, 1873, *The Dartmouth* stated, “The elective principle has come into use, to a limited extent in the later years of

the course; as much, we hope, as it ever will be." That this assertion represented general student opinion is apparent from a vote of the senior class in the same year. Sixty-two of them favored the existing curriculum, while only nine were opposed to it.

While the course of study was static during this period, radical and far-reaching changes were made in the educational machinery of the college. Upon the departure of President Lord, his "non-ambitious" system was given up almost at once, much to the relief of the faculty, and the college returned to the custom generally in vogue in its sister institutions of distributing academic honors, distinctions and prizes. The resumption of Commencement appointments took place at the graduation of the class of 1865 and the junior exhibition was revived in the same year. The latter event was continued annually until 1877, when it was abandoned at the request of the class itself. Commencement appointments were highly prized. At first, the number of speakers varied between twenty and thirty, but in 1871 the trustees, evidently less patient under the infliction of lengthy oratory than some of their predecessors had been, requested the faculty to reduce the number. According to the plan adopted, the four men of highest rank were entitled to speak, while to them were added twelve of the best speakers, selected from the remaining groups. Those whose rank was sufficient for Commencement appointments, but who were rejected because of their lack of oratorical skill, were to console themselves by seeing their names printed on the Commencement program. Probably the change was pleasing to everyone except the excluded speakers. They sometimes took the matter very seriously and on one occasion (1876) demanded that their names should be taken from the program because the "honor" conferred upon them was really an insult, as public attention was thus attracted to their lack of oratorical effectiveness. Funds for the endowment of prizes began to be received as soon as it became possible to award such distinctions. At the close of the period nine different prizes were available annually, amounting, in all, to \$530.

For the first time, definiteness began to be given to academic standing by the adoption of regulations to insure a minimum of scholastic attainment on the part of the student. As in the past, the

marking system was based on a scale running from 1 to 5, the former number indicating a perfect grade and the latter a complete failure. Up to this time, however, no mark was fixed which must be attained by the student in order to pass a given course. In 1866 the faculty voted that when the grade of a student in any course dropped to 3 he should be informed of the fact by the president, while if it should fall as low as 3.5, he should lose his standing and be placed on a partial course. In 1874 the requirement was made that an average of 3 must be attained in each course to allow a student to continue his work without being obliged to take a second examination in that course. The examination system hitherto in vogue (oral examinations, twice a year, conducted by an external board) aroused the criticism of the trustees and in 1871 they requested the faculty to "connect written with the oral examinations." In response, the faculty in the following year went the whole distance, making complete substitution of written for oral tests and doing away with the external board entirely. That innovation was evidently regarded as unsatisfactory, for the former scheme was restored in 1873. Finally, in 1874, a compromise was reached by the terms of which a written examination was to be held at the conclusion of most courses, but a few studies, pursued by each class, were reserved for oral examination before the external board. In 1869 the vague practice of previous years was clarified by giving to examination marks a value one-ninth that of the term mark, while in 1872 the ratio was increased to one-fifth. In 1874 the passing mark in the examinations was fixed as 40% (equivalent to 3.5 in the marking scale in vogue) but in 1877 it was raised to 50%. The authority of the external examiners steadily declined. In 1871 the instructors themselves were asked to give marks in the oral examinations and their grades were to be regarded as of equal weight as those of the committee, while in 1874 the marks of the latter were dispensed with entirely. Moreover, in 1875 the trustees voted that the examiners should no longer receive any compensation for their services beyond the payment of their expenses.

The effect of these measures becomes apparent upon reading the records of the faculty. For the first time votes relating to disciplinary action appear in the cases of students whose only offense

was low scholarship. It is true that the penalties inflicted were not severe, being generally confined to the imposition of a second examination, to loss of class standing, or, in extreme cases, to demotion to a lower class. But even such action is in marked contrast with the almost complete absence of it in the preceding periods, when low scholarship seemed to cause serious difficulties to the student only when it was coupled with various forms of misconduct.

Definite rules were also adopted for the regulation of occasional absences, with what success we do not know. More significant was the treatment of long absences for purposes of teaching. The practical suspension of the institution during three months of the winter had begun to be a source of adverse criticism of the college, and with this criticism President Smith had much sympathy. It was impossible, however, to proceed in any drastic or radical manner. Too many of the best students in the institution were dependent upon earnings in the winter schools to keep them in college at all to make possible a complete refusal of absence privileges for that purpose. The problem, therefore, was one which required careful handling, and, at best, the progress which could be hoped for was slow. The first remedial measure was a change in the college calendar. Very gradually the winter recess was shortened and the summer vacation lengthened, the farcical winter term being given up (in 1866) and the work done in that period placed upon the same basis as a requirement for the degree as that of the rest of the year. By the end of the period Commencement had been moved back from its previous position in the latter part of July to the last Thursday in June, the summer vacation had been stretched to nine weeks, while the winter recess had been cut down to four weeks. Students absent for any portion of the term were required to "make up" the work which they missed and this provision was applied to those who were engaged in teaching as well as to those absent for other reasons. Requests for excuses for teaching purposes, moreover, were scrutinized with greater care and real financial need had to be established before much chance existed that the request would be granted. The necessity of meeting these more exacting requirements made teaching unattractive to those who did not really need to do the work, but who undertook it largely for the "experience"

or for a lark, but the conditions imposed were not sufficiently onerous to stand in the way of men whose financial needs were real. A large portion of the student body still engaged in teaching, but the number was not so great as it had been in former times and it steadily decreased from year to year. In the winter of 1872-73, 114 men were reported as engaged in such work, the next year the number had become 95, while in 1874-75 excuses were granted to but 73. Perhaps the persons most seriously inconvenienced by the new policy were the members of the faculty, who were required to supervise the "making up" process of the absent students upon their return.

A new incentive to scholarship came from a notable increase in library facilities. For the first time in the history of the institution the college collection of books became really available to undergraduates. A beginning of this process was made as early as 1864 when the library was opened to undergraduates for an hour and a half each day, in contrast to the previous practice of an hour every two weeks. The *Aegis* referred approvingly to this change as "the opening of the library which had been closed for a long time." In the same year the trustees authorized the faculty to establish a reading room for "weekly and other periodicals," and they appropriated \$40 toward the expense of the innovation. The remainder of the cost was met by student subscriptions and later, when the dues of the literary societies were collected by the college, by an appropriation from that fund. Professor Hubbard resigned as librarian in 1865, to be succeeded for a short time by Professor Aiken and afterwards by Professor Sanborn. The reports of the latter on any subject were always vivid and interesting, and his communications upon library matters were no exceptions to the rule. In 1870 he said he had nothing to report because nothing had been done, and then he went on to outline at much length what ought to be done. Very few books were being secured at that time, because money was lacking. He maintained that an annual appropriation of \$1000 should be available for such purchases. As an example of its deficiencies, he cited the fact that the college collection contained no books on American literature, such authors as Irving, Cooper, Hawthorne, Emerson, Lowell, Holmes and Stowe being entirely un-

represented. He was especially disturbed by the paucity of material owned by the college relating to its own history:

The college library contains literally nothing illustrative of its own history, but the "Dartmouth Case" and a few pamphlets written by Eleazar Wheelock respecting the rise and progress of Moor's School. In writing an essay on the "College Controversy" I have not been able to find in this village one-fourth part of the pamphlets that were written and published by members of the faculty and Board of Trust. It is high time that something should be done to rescue the history of the college from oblivion. . . . The materials of our college history are fast perishing. Of the early professors almost no memorial is left but their epitaphs and even their tombstones are crumbling to decay.

The deficiency of which he complained was remedied in the course of time.

The most important advance relating to the library was made in 1874 when all the collections existing in the college were united under a common head. By now the literary societies were practically defunct, but their libraries, still kept as separate collections, were of much value. After long negotiations, the representatives of these organizations finally agreed to unite their libraries with that of the college, while, in return, the trustees obligated themselves to appoint and pay a full-time librarian and such assistants as might be required, to open the rooms to students several hours a day, to collect a uniform fee (\$6.00) from all students to constitute a fund out of which the reading room should be maintained, the anniversary expenses of the societies paid, and a certain amount set aside for the purchase of books to be selected by representatives of the undergraduates. With this union of forces the modern library began. The agreement was maintained until the disbandment of the societies in 1904, when complete title to their books was given to the trustees. In accordance with the agreement, Charles W. Scott, 1874, was appointed librarian. In 1877 the combined libraries contained 54,600 volumes, compared with about 36,000 at the beginning of President Smith's administration.

Two other matters of internal policy were discussed during this period without definite action being taken concerning them. One was the subject of military drill, which probably arose as a result of the publicity given to the requirement of such training in all land-grant colleges. In 1872 the matter was referred to a committee of the trustees. No report was made by this committee, but in the summer of 1873 the senior and junior classes took the matter into their own hands by organizing a military company for each class, the two being enrolled as a part of the militia of New Hampshire. They were termed the Dartmouth Cadets, or, more commonly, the Dartmouth Belligerents. Under the direction of Professor Robert Fletcher, who was commissioned a major of the state militia, drill was continued with much enthusiasm until cold weather put a stop to it. In the following spring military exercises were resumed, but with lessened enthusiasm, and the graduation of the class of 1874 caused the disbandment of one of the companies. No successor arose to take its place and drill was not resumed in the fall. The equipment was returned to the state in 1875. The other matter for trustee investigation was that of co-education, which had likewise become a pressing question in educational circles. Evidently no demand was found in any quarter for such a change in the Dartmouth policy. At any rate, the trustee committee appointed to consider the matter did not even take the trouble to make a report.

The character of the student body during this period was much the same as it had been in previous years. Geographical distribution, however, was wider, representatives being enrolled in 1879-80 from twenty states. The proportion from New Hampshire was 39.4%, but Vermont furnished about 18%, so that somewhat more than half the student body came from the country not far distant from Hanover. Expenses continued to be reasonably low, but they had much increased over those of former periods as a result of a general advance in the scale of current prices. The catalogue of 1876-77 placed the annual range of necessary cost as between \$229 and \$292, but statements of this type do not mean very much. Actual accounts given by the class of 1872 show that the maximum expenditure among its members for the four years of their course was \$3800, the minimum \$1100 and the average \$1782. President Smith re-

ported to the Scotch Board that he found it very difficult to support an Indian in Hanover for the sum of \$400 a year, which it allowed him for that purpose.

The faculty records indicate that student offenses were much as they had been in the previous period. Unauthorized absences continued to be the most frequent cause of disciplinary action, but a new misdemeanor, added to the list with the introduction of written examinations and consisting of dishonesty in these exercises, began to attract faculty attention. It was usually punished by suspension for a definite period. Indecorum in church and chapel were far from uncommon, the incident being sometimes of a gruesome character, such as the appearance in chapel of the remains of a notorious murderer, who had been hanged in Concord and whose body had been sent to the medical school for dissection. Occasionally, ingenious undergraduates got the better of their instructors. Thus in 1874 the sophomores were informed that the authorities would no longer tolerate such mockery of a funeral service as was involved in the burial of mathematics, traditional for many student generations. Whereupon, the class, taking its cue from an adaptation of a passage from *Antigone* which it was then reading, "Will you *bury* it, a thing forbidden by the authorities? No, by Zeus, but we will **BURN** it," conducted an elaborate ceremony of cremation, leaving the faculty somewhat at a loss. Of the more serious offenses, intoxication seems to have been somewhat less frequent than it formerly was, although much more frequent than was in accord with the best of order. The state of New Hampshire by this time had adopted the policy of prohibition, and sales of liquor in Hanover were illegal, although it seems not to have been difficult for the earnest seeker to obtain ardent spirits if he took sufficient trouble to look for them. The faculty, both as individuals and as a body, earnestly supported the efforts of local officials to keep the town clean. Frequent votes, indicating active participation in such matters, are found in the records, one of them reading, with lamentable ambiguity, "Voted to pay a bill incurred in closing a rum shop from the college treasury." On the other hand, sexual offenses, if we may judge from the records, were more frequent during this period and there was also

an increase in the number of penalties imposed on students for theft.

In matters of discipline, however, the most troublesome problem came from outbreaks caused by the friction between the two lower classes. Disturbances of this variety rose to a high maximum, ranging all the way from trivial disorders, such as greasing the seats of one class by another, drenching the rooms of unpopular students with asafœtida and "smoking" innocent freshmen out of their apartments, through more unpleasant episodes involving serious hazing, and culminating in violent and dangerous class rushes. Moreover, when the teaching body interposed to prevent these disturbances and to punish those who participated in them, sometimes "insulting demonstrations by the class towards members of the faculty and blowing horns before their houses" ensued. Nevertheless, the faculty always did interpose or did its best to do so, and its records of the period show that an astonishing amount of the time and attention of that learned body was required for the consideration of matters having to do with these contests. In the long run, not a great deal of success was attained in the suppression of the disorders, although high efficiency in the infliction of penalties was acquired by repeated practice. Class disturbances arose as a result of a great variety of pretexts and on a great variety of occasions, but two could always be reckoned upon as sure to occur in any academic year. A freshman class was always considered to be a very craven organization if, on one occasion at least, it did not produce a cane in chapel, and likewise if at another time some member of it did not appear at that service with a silk hat. Whereupon a wild rush ensued, theoretically for the possession of these articles forbidden to freshmen, but really that each class might do as much personal violence to members of the other as could conveniently be brought about. No faculty edict, persuasion or prohibition was of much weight with the freshmen in comparison with a reproach of lack of courage hurled against them by the upper classes, and these rushes, though declared to be illegal by college rules, persisted from year to year. By his colleagues it was considered highly commendable for a member of the faculty to be watchful for such incidents and to confiscate the cane before the trouble began. That was some-

times done, but the result was merely a postponement of the struggle. The chapel exercise, where these difficulties usually began, although in general reasonably quiet, must at times have shown less similarity to a religious service than anything yet devised for that purpose by civilized man. Football games, also, were sometimes made occasions for rushes; in any case the inability of the upper classes to "cease from the loud and annoying cry for the football," which the freshmen, by college tradition, were required to furnish, was highly disturbing to the cloistered quiet of the academic town. In 1868 the faculty, out of patience with the rushes and the "cries," forbade the game. In the next year, as a result of promises of good conduct on the part of the undergraduates as a whole, the faculty permitted resumption of the sport, the president diplomatically endeavoring to remove one of the difficulties by offering to provide the balls himself.

Punishment of such offenses finally crystallized into a conventionalized practice. Certain unfortunate students who had participated in the contest, or who were imagined to have done so, were signalled out for punishment and were ruthlessly suspended or separated. Whereupon, one of two courses was followed by their classmates. In most cases the remaining members of the class presented a confession that they were also implicated, an apology for their misconduct, a pledge never to indulge in such a breach of college rules again and a request that the punishment of the suspended individuals be rescinded. Frequently the faculty yielded to that request in the hope that class disturbances would be eliminated for the remainder of that year; a hope which was justified sufficiently often to make the action worth the while. In any case, the signed pledge enabled the faculty to inflict more severe penalties upon any member of the organization who subsequently became a disturber of the peace. Occasionally, but much less often, the class assumed a stubborn and obstinate attitude, much disorder ensued, the departing members were escorted out of town by their classmates in procession with a band, hastily procured, and high tumult, and demands were presented to the faculty that the victims should be reinstated. In such cases the whole class found itself in immediate trouble, with all members suspended; a penalty which could be

raised only by the signing by a certain date of an abject apology, dictated by the faculty. No record exists of a class remaining obstinate for very long in face of these demands. The utilization of the public apology as a disciplinary measure, not unknown in previous times, seems to have reached its maximum height during this period. Such measures were employed, not only in cases of concerted class disturbances, but also with groups of culprits the infliction upon whom of severer penalties might result in student unrest, and in other cases of offenses which did not seem best handled by more drastic methods. The apology, both in its content and its phraseology, was always prescribed by the faculty, the terms were unchangeable, and the student must sign on the dotted line. In nearly all cases the student did so sign, however rebellious he may previously have been. As disciplinary measures such apologies seem to have been regarded as highly satisfactory, and the dubious indication which they gave of real repentance on the part of the student, signed as they were under duress, never was taken into consideration.

Concerted disorders, not originating from friction between the classes, also occurred occasionally. In 1873 the students, irritated by the action of the town authorities in cutting off a strip from the south end of the green to widen the roadway at that point, tore down and burned the newly erected fence. Upon learning that the change had been approved by the trustees and authorized by them, the undergraduates raised \$60 to repair the damage which they had caused, and the incident was regarded as settled in a highly satisfactory way. In 1875 came a more serious outbreak. An unpopular bookseller in the village, named Parker, had advertised the sale of his stock by auction. Large numbers of students attended, not, in all cases, as it seems, for the purpose of increasing their libraries by a lawful purchase of books. As the sale began, disorder likewise began, which increased as the auction continued and culminated in a genuine riot with destruction of books and other property of considerable value. Excusably enough, the bookseller, highly incensed, appealed to the processes of law. Nine students were arrested and taken to Plymouth, the county seat, for trial. They were accompanied to the station by large numbers of their companions,

who were careful not to interfere in any way with the officers of the law, but who hustled Mr. Parker, the complainant, into the ticket office and kept him there until the train had departed. However, he reached Plymouth by another route so that justice was not interfered with, and no harm done except to increase in the unfortunate bookseller an exasperation which perhaps required no further stimulant. In the course of time the matter was settled by the payment to Parker of damages regarded by the student body as highly excessive, and by disciplinary action applied by the college authorities to five of the guilty parties.

In 1867, after a lapse of twenty years, the publication of *The Dartmouth* was resumed. It appeared at first as a monthly publication, edited by committees from the senior class, a different board for each term, and the contents, for the most part, were of a literary character, with ten pages or so of editorial matter and alumni notes in each issue. For the greater part of 1873 *The Anvil*, a weekly newspaper of a remarkably bright and vivacious character, was published, purely as a private enterprise, by Frederick A. Thayer, 1873. It discussed national and state issues and gave local news, in addition to college topics. The demonstration afforded by it of the demand for a real college newspaper evidently impressed the editors of *The Dartmouth*, for at the beginning of the academic year 1875-76 that publication became a weekly organ, devoted for the most part to news, although literary features were not entirely abandoned. The *Aegis*, now an annual, continued through the period, becoming increasingly elaborate from year to year.

The position of editor of an undergraduate periodical at this time was not entirely free from discomfort. Among the ruling powers no modern notions prevailed concerning the freedom of the student press, nor of the right of the undergraduate to say his reasonable say in peace. The faculty was not inclined to view with favor the publication of opinions to which objections of a wide variety could be raised, and, as a result, the undergraduate editor was compelled to tread a wary path if he was to say anything interesting and at the same time keep himself free from faculty wrath. Generally the boards managed to keep out of trouble, but occasional exceptions to that rule occurred. Thus in December, 1874, an

article on "Emerson, Parker and Phillips" was set in type ready for publication in *The Dartmouth*. In some way it came to the attention of President Smith in advance of its actual appearance. As he read it, the worthy president was soon unpleasantly affected by certain sentiments which he found set forth and he began laboriously to mark those parts of the article which he considered objectionable from the point of view of an orthodox theology. Soon almost nothing appeared in the proof but a tangle of presidential smooches. The censored article is still preserved, bearing a note in the president's handwriting, "This article by Carr was brought to the notice of the faculty before publication. He was called up and at their request the whole edition containing the article was destroyed. He was docile." The "docility" of Carr evidently saved him from the severe disciplinary action which would have been imposed upon him had the editors insisted upon publication. The noxious article was replaced by a communication from Professor Parker upon the theologically harmless subject of the Nineveh slabs. So far as can be judged, the heterodox production of Carr might be read today as a sermon in most of our churches without attracting the criticism even of the most conservative. In 1875 the editors of the *Aegis* were reprimanded for "improprieties" of unspecified nature which appeared in the latest issue of that annual, and the editor-in-chief was compelled to sign an apology. Again, a careful inspection of the book fails to reveal exactly what these improprieties could have been. The most serious case of improper publication occurred in April, 1876. It was an article criticising the Agricultural College (referred to on page 541) which the editors of *The Dartmouth* persisted in publishing after they had been forbidden to do so by the president. A most abject apology was required from the offending staff, including an acknowledgment of the right of the faculty to exercise the most complete censorship over the columns of the college press. Under the threat of loss of their degrees, the editors signed the dictated document, but in the next issue of the paper they countered rather neatly and showed their real frame of mind by a note to the effect that an undergraduate publication had reason for existence only if it honestly represented undergraduate opinion, that an undergraduate publication representing faculty

opinion had no excuse for being, and consequently that *The Dartmouth* would be suspended. It was not published for the remainder of the year. Whatever we may think of these incidents, we may sympathize with the faculty in the penalties inflicted upon those who prepared the mock programs on the occasion of the Junior Exhibitions. These productions soon became a "college tradition." They are characterized by laboriousness of effort, vulgarity, and lack of taste often pushed to the point of indecency. Reason enough exists in the offenses thus cited for whatever punishment the faculty chose to inflict, but, even if that is not admitted, at least it will be granted that no punishment could be too severe for persons whose sense of humor was so perverted as to lead them to think that these productions were in any way amusing.

With the advent of publications in which the viewpoint of the students (albeit with some restrictions) constantly appears, it becomes possible to obtain more direct evidence of the attitude of the undergraduates toward the college and its work than has been possible before. Of course, undergraduate editors tend to assume an over-critical attitude, and evidence obtained from their comments is to be accepted with proper allowances. Moreover, in many cases, editorial views represent the opinion of the editor alone and are far from being that of the undergraduates in general. Nevertheless, bearing these cautions in mind, information of value concerning the internal condition of the institution may be gained from a perusal of these comments. It should be said, moreover, that the rather trying tone of smart and sophisticated self-conceit which today sometimes mars editorial productions, otherwise of real value, is generally absent from the work of these earlier writers.

Of course, the most available basis for an editorial article is some sort of an objection. *The Dartmouth* objected to many things. Particularly subject to criticism was the physical state of the college buildings. In the very first issue of the publication objection was raised to the "dirty and uncomfortable condition" of the College Church. Later, that criticism was extended to the recitation rooms, which were described not only as dirty, but as insufferable because of inadequate ventilation, "the windows of church, chapel, recitation and other public rooms never being opened." Again, they were

unbearably cold in winter "particularly the chemical recitation room." When steam heating was introduced into Reed Hall, *The Dartmouth* considered the results to be even worse than they had been in the era of stoves. Moreover, the water supply was thoroughly bad, being inconvenient of approach, the water itself too hard for washing purposes, and the pump out of order for long periods so that for much of the time there was no supply at all. On the intellectual side there was less criticism of the curriculum than might have been expected, but sharp comment upon it was not entirely absent. One editorial writer considered that too much time was given to the classics and not enough to modern languages, but another, while he thought some of the studies of the senior year, particularly Butler, to be out of place, did not believe that any less time should be devoted to mathematics, Latin and Greek. Attention was drawn to the fact that botany was scheduled for the winter months, when all the plants are frozen up; a requirement not considered to be in accordance with good sense. Objection was raised by one editor to geology as a required subject, "not even Professor Hitchcock can make it interesting." The lack of instruction in history was deplored. Along general academic lines objections were raised to restrictions placed on freedom of speech in the senior rhetoricals, upon the marking system (in every period a perennial source of criticism), to compulsory chapel services, and to the attempt to impose upon seniors the requirement of three recitations a day. Early in the period the low pay of the faculty was criticized as leading to the loss by the college of the best members of the staff. Sometimes the editorials objected to the conduct of the undergraduates themselves, particularly in respect to "wooding up," not as an expression of applause, but "at inappropriate times by persons who have no sense of the fitness of things." Disorder and hissing in chapel were many times the subject of adverse comment. The laxity of students in the matter of finance was also deplored. The village came in for its share of disapproval. The extortionate scale of prices was commented upon and specific examples were given of inflated demands. The paucity of street lamps and the entire lack of paved sidewalks were cited in terms of reproach. It was also said that there was too much gossip in Hanover, generally directed at

the students. There were also too many cats in town (real felines the editor meant, not the gossips noted above). And we may conclude the list by what, in light of the criticisms thus far noted, is perhaps the most curious criticism of all, namely that college publications, in general, are too critical of the college.

Criticism leads to calls for improvement and *The Dartmouth* was not hesitant in advancing such demands. But a few can be given here. A selection of them, taken at random, reads as follows. The demand that students be allowed to vote in Hanover, that a commons be run by the college, that a large lecture and assembly hall be erected, that baths be installed in the gymnasium, that a workshop be built by the college "where students can get exercise by making various articles, which they can then sell," that more interest be taken in athletics as manifested by the payment of athletic subscriptions, that attendance at a single church service instead of two be required on Sunday (a request which was granted in 1872), that more street lamps be installed, that a restaurant system be substituted for eating clubs, that more electives be available in senior year, that the reading room be kept open later than 8 P.M., and that the chapel services be made more interesting.

The literary societies, despite attempts by certain members of the faculty to revive their activities, became of slight importance. The collection of their dues by the college and the merging of their libraries with the college collection did away with any individuality which they may have had, and thenceforth they played practically no part in the life of the student body. The Greek letter fraternities maintained a reasonably prosperous existence. The number of them remained stationary during the period, although the actual organizations were not quite the same. Zeta Psi led a precarious existence, lapsing in 1863, to be revived in 1871, again disappearing in 1873, not to become active once more until modern times. Its place was taken, however, by a chapter of Theta Delta Chi, which was established in 1869. Most of the fraternities were housed in plain and inexpensive halls, located in the business structures of the village, but Kappa Kappa Kappa erected a hall of its own in 1860 (recently occupied by the Dragon senior society) and in 1872 Alpha Delta Phi built a house costing \$4000, which contained, not only a

hall, but dormitory accommodations for a portion of its members. For many years it was the only fraternity house in Hanover.

The Handel Society continued its existence, but it was now merely an organization subsidized by the college to furnish music for the services in chapel and church. Sometimes the efforts of the group called forth high commendation, as was the case in 1874 when the faculty, by special vote, expressed "its gratification with the excellent manner in which the music in Chapel and Church has been conducted during the present year." At other times the records are silent concerning the merit of its efforts. The musical aspirations of the undergraduates found their main expression in the Glee Club, an organization which is listed in the *Aegis* as early as 1869. In the latter part of the period the faculty became more liberal than before, and allowed this group absences for as long a time as six days to give concerts out of town. So far as the records show, dramatics seem to have been undertaken upon one occasion only; by a negro minstrel company organized in 1872, which immediately became involved in difficulties by giving an unauthorized concert at Claremont. The faculty at once put a ban upon further performances. The *Aegis*, in various issues, noted also the existence of a chess club, and a number of "telegraph clubs" which put the rooms of their members into communication. Lectures by men of prominence were not uncommon. For several years a course in history, provided by an alumnus, was given by Dr. John Lord, 1833, then a popular lyceum lecturer and author of the widely sold work, *Beacon Lights of History*, while in 1872 a course was arranged which brought to town such leaders of the lyceum field as James T. Fields, John B. Gough, George MacDonald and Carl Schurz. In later years a regular course of lectures, arranged by a committee of the senior class, became a feature of the winter season. In 1867 the question of a college color was discussed at length in *The Dartmouth*. At that time various institutions were adopting a special color, and the article expressed the decision of Dartmouth on this issue by its concluding sentence, "we may add that Dartmouth claims green."

This period marks the beginning of intercollegiate athletic contests in the college. The athletic regime commenced with baseball.

A baseball club was listed among college organizations as early as 1860, but it played no outside games. The first intercollegiate contest to be carried on in Hanover came in the spring of 1866, when the Nicean Club of Amherst defeated the Dartmouth team by a score of 40 to 10 in a game of five innings. The next year the tables were turned. The Dartmouth team, accompanied by twenty-five students, went to Amherst for a return contest and defeated the team of that college by the score of 30 to 24. The game is described as having commenced at ten in the morning and having lasted five hours. The practice of intercollegiate contests soon became firmly established and a number of games were played each spring, some of them with college nines, others with teams of neighboring towns. By 1871 the sport had gained sufficient prestige to induce the faculty to grant a team leave of absence for a trip to play four games, with Tufts, Brown, Harvard and Bowdoin, although, on account of bad weather, only the first two of them were played. It should be remembered that in those days the home games were played on the green, there were no gate receipts, and the expenses were provided by subscriptions among the undergraduates. By 1872 the increased interest in rowing began to interfere with baseball and that sport was pronounced by *The Dartmouth* to be "in the doldrums," not to be resumed with any real seriousness until the vogue of the new sport was over.

Boating was first instituted in the fall of 1872. A boat club was organized, \$2000 was raised by subscription among students, faculty, townspeople and alumni, a boat-house was built, racing shells procured, a professional named Bilgin was secured to train the crew during the winter, and the college was entered in the regatta held in Springfield, Massachusetts, in June, 1873. The crew was composed of men who had had no previous experience in rowing and the training methods in vogue were very crude, involving an excess of effort, but the physique of the members was remarkably powerful and the organization took the very creditable place of fourth in a field of nine. In 1874 a Rowing Association of American Colleges was formed, of which Dartmouth was one of thirteen members. The races were held at Saratoga. The Connecticut, with its high waters in the spring, was found to be poorly adapted to training

purposes and the crew did its practice rowing on Mascoma Lake at Enfield, with an occasional excursion to Webster Lake at Franklin. The position of Dartmouth in the regatta of 1874 was disputed, some of the officials assigning it the fourth place and others the sixth. In 1875 the crew again attained fourth position among thirteen participants, after keeping in second place for the greater part of the course. Rowing is an expensive form of sport, particularly when all the money must be obtained by subscription. It was not always found easy to procure the necessary funds and various expedients were resorted to, among them, in 1875, a spelling contest which brought in \$70. The alumni, however, were remarkably generous; their contributions in 1876 (from 189 individuals) amounting to no less than \$1487. In that year, however, the Rowing Association was disrupted by the withdrawal from it of Harvard and Yale, and no regatta was held. A final blow to the sport came as the result of a heavy storm in January, 1877, which caused the roof of the boathouse to collapse under a great weight of snow, destroying the boats, shells, sculls and other equipment. The financial loss, together with the fact that the college suffered from lack of competitors, put an end to the sport, which, up to this time, has not been resumed. In fact, *The Dartmouth* in its issue of January 25, 1877 expressed itself very pessimistically concerning all varieties of athletics in the college:

If at the meeting of the Navy there should appear that want of harmony and enthusiasm which characterized the College one year ago, we fear that the boating reputation of Dartmouth, like its late record in baseball, and its more recent farcical attempt at football, would become a fitting subject of ridicule in the college world.

In 1875 the undergraduates received a challenge from the students of Tufts College for a game of Rugby football. No team was available, but little was known about the game, and so the challenge was declined. Little interest in this sport was shown during the period. Track contests began to be held, but the development of that sport was along intramural lines. In October, 1875, the first track meet took place on the green, where a quarter-mile track and a straight-away of one hundred and twenty yards had been laid out

on the grass. The faculty granted a holiday for the occasion. The events were numerous and remarkably varied, consisting of 120-yard hurdle race, throwing the baseball, 100-yard dash, 18½-pound hammer throw, putting a weight of 18½ pounds, mile walk, three jumps with weights, mile run, wheelbarrow race, broad jump, standing broad jump, three-mile walk, three-mile run, hop, skip and jump, high jump, sack race, quarter-mile run, and three-legged races. Boat races on the river between classes and individuals were also features of the occasion. At the conclusion of the meet, which lasted two days, the prizes were presented to the winners with much formality at an assembly held in Culver Hall. The fall track meet was continued as an annual event for many years. With all the highly organized development of sport in recent years, it is doubtful if many events now held attract so high a degree of enthusiasm and interest among the student body as did the crude sports of these earlier years.

No evidence exists that anyone in the college had the least suspicion that a huge athletic structure was to be built upon these humble foundations. At least, if anyone was prescient enough to forecast it, he kept his ideas to himself. Nevertheless, even at this time, some of the undesirable features which accompany intercollegiate competition were not unknown. It soon became apparent that intercollegiate athletic contacts were not, in all cases, to lead to friendly feelings between the competing institutions. In fact, the college publications of the day were filled with criticism of the athletic standards, motives and ethics of their rivals. The comments were much more unrestrained than is now the case, for all institutions have learned something of the desirability of restraint and tolerance with the experience of years. Nor were the internal conditions entirely satisfactory. The practice of "following the team" had already begun, and in 1871 three seniors were placed under discipline for being intoxicated at a baseball game at Montpelier. Finally, in 1872, came the first of the instances of perverted logic which have since become so common, in which a man, separated from college for repeated absences and gross inattention to his studies, explained these absences as due to the requirements of the trainer of the crew, and protested that they had been incurred "for

the good of the college." Athletic finances were not always properly managed. At one time President Smith was much troubled by bills presented to him by boarding-house keepers both in Enfield and Franklin, left unpaid by the manager of the crew. The creditors were firmly convinced that the college itself was responsible for the debt. Some of the alumni were exasperated by the growing vogue of sport, as making financial demands upon the poorer students which they could ill afford, and as distracting attention of all from the main purpose for which they came to college. One graduate of great influence transferred his son from Dartmouth to Middlebury as a result of his feeling of indignation at the growth of athletics, and became bitterly hostile to President Smith for allowing that condition to arise. Another father, whose son was a member of the crew, protested with entire seriousness that the college should pay the boy, who was working for interests of the institution, as much as he could have earned in other ways during the period of his athletic activity.

To descend to the ridiculous in matters of sport, *The Dartmouth* noted in 1869 that "the velocipede mania is upon us," while the *Aegis* of 1870 called attention to the prevalence of croquet on the campus. Perhaps more worthy of respect were walking expeditions through the White Mountains and elsewhere with which parties of students pleasantly occupied their senior vacation before Commencement; activities which may be regarded as the precursors of the Outing Club trips of today.

At the beginning of the period the faculty, as a group, seems not to have been popular in all quarters of the state. The feeling is illustrated by a letter from the principal of Kimball Union Academy, received by President Smith early in his term, in which the faculty was condemned for not being on friendly and intimate terms with the ministers of the state, particularly those in the smaller towns, for always "asking their \$10" when preaching in these hamlets, for not being interested in the common schools, for not participating in educational meetings and for not supporting the state teachers' associations. The trustees, moreover, were held to be blameworthy because they never selected members of the faculty from among the schoolmasters of the state. As a result, the clergy and schoolmen

were said by the author of the letter to be so disaffected to the college that they discouraged prospective students from entering it. Whether anything was accomplished as a direct result of this letter is not known, but no question exists that President Smith did his best to encourage kindly feelings toward the college within the limits of the state.

A considerable amount of productive work was carried on by members of the teaching group, most of it to be credited to the scientific staff. The most eminent of these men was Professor Charles A. Young. His investigations with the spectroscope, then newly applied to astronomical work, his discovery of the reversing layer in the solar spectrum and other important observations won for him international reputation as an authority on the sun. During his term at Dartmouth, on four occasions he was absent for astronomical investigation, being a member of expeditions sent to Iowa in 1869, and to Spain in 1870 for the study of eclipses, to China, in 1874, for observation of the transit of Venus and to Wyoming in 1872 for other types of investigation. Professor Hitchcock, as state geologist, did fundamental work on the geology of New Hampshire and published three massive volumes as a result of his labors. Much public attention was attracted to the experience of a party, working under his auspices, which spent the winter of 1869-70 upon the summit of Mount Moosilauke for meteorological observation, and which repeated the experiment during the following winter on the summit of Mount Washington. Professor Quimby was director of work done in New Hampshire by the National Geodetic Survey. The scientific development, to which the college was formerly a stranger, was indicated in 1870 by the formation of the Dartmouth Scientific Association, an organization which has continued its activities to the present day, and which is one of the oldest, if not the oldest, of such faculty societies in American colleges.

From the point of view of influence upon the students, however, Professor Sanborn was probably the most outstanding member of the faculty. He was a man of encyclopedic reading and marvelous memory, retaining tenaciously all that he learned and pouring it forth in an animated stream, whenever it was required. He was bluff, downright and abrupt, always saying what was on his mind

with complete disregard of the consequences. His range of interest was extraordinary, and he could and did expound a great variety of subjects with a copiousness which, despite its volume, strongly impressed and interested his listeners. Early in his career as a professor he had been nicknamed "Bully." Whatever its original connotation may have been, as time went on the term became to the students a mark of affection. They listened with interest to what he said, they were amused at his peculiarities, they admired the abundance of his mind, and they held him in sincere affection. From 1835, three years after his graduation, until 1882, three years before his death (with the exception of four years at Washington University), he labored diligently for the college and never, during that time, was there a moment when he was not a positive and effective force. The Sanborn English House and the endowment for library purposes of one and three-quarters million dollars, bequeathed to the college in 1928 by his son, Edwin Webster Sanborn, 1878, constitute a memorial to the old professor no more splendid than was deserved by the value of his services to the college for so many years.

Quite different in character was Professor Noyes, a classmate of Professor Sanborn, and a member of the faculty from 1849 to 1883. A man somewhat sensitive and shy, of quiet temperament and of nervous habit, but of scholarly tastes, he was sometimes imposed upon through the belief that those under his charge were as sincere and honest as he was himself. Nor did he have much of a sense of humor, so desirable in those who have to deal with youth. The belittling name of "Peanuts" which was applied to him was in no way deserved by any smallness of his character. He was conscientious in the performance of his teaching duties and eminently fair in the discussion of the highly controversial topics which it was his lot to handle. The two professors, Sanborn and Noyes, who had been college classmates and for so long colleagues on the faculty, died within a single week in 1885.

Professor Young not only won high repute as a scientist, but respect and affection as a teacher. The nickname "Twinkle," given to him, not at Dartmouth, but during his long service at Princeton, tells us much of his popularity among the undergraduates. His main defect came from the quickness of his mind and the resulting

difficulty which he experienced in making allowances for the slowness of other minds. As a consequence, he was a somewhat trying instructor for those among the lower ranks of the student body. Professor Proctor also made a strong impress upon the undergraduates both by his scholarship and by his attractive personality, and his early death in 1879, at the age of thirty-nine, put an end to a career already well established, which gave much promise for the future.

From a physical point of view, Asa Dodge Smith fitted well the ideal then held of the college president. His form, tall and erect, attired with meticulous care in conventional black, with long coat, wide expanse of spotless shirt front, and well brushed silk hat, setting off his natural grace of bearing, made him a figure admirable in its embodiment of the dignity of the college. He prided himself upon his tact. Sometimes those who were irritated at him thought that this quality was carried so far as to warrant the term occasionally applied to him by disgruntled students (taking advantage of his middle name), "The Artful Dodger." His vocabulary was enormous, words unknown to any but the most erudite were used by him with perfect facility, sometimes with curious results. Thus his definition of the universe as "one vast congeries of reciprocities" has survived to this day and so has his description of a logical process as "a series of well-concatenated ratiocination." When these minor defects are mentioned, about all has been advanced that could be said in the way of criticism. To his credit may be placed so many admirable qualities that his defects seem of minor import. Eminently characteristic of him were kindness and sympathy. He was interested in all men, but particularly in his students; sincerely and deeply interested in every one of them. Those who were in trouble soon found that nowhere could they obtain such ready sympathy and such personal interest in their affairs as with the president. It was a sympathy which did not content itself with words, but, in cases of necessity, extended to practical aid, often to the serious embarrassment of the personal finances of the president. Even his tact, which was sometimes thought to be overdone, was but an expression of his kindly nature. He wished everyone to be satisfied and he exerted himself to the utmost to accomplish that end. If, at times, the force of circumstances was too strong for him, and difficulties

could not thus be solved, such failures should not detract from the many successes which rewarded his efforts and which did so much to make the college run smoothly during his administration. Despite a faith in men which occasionally led to his being deceived, he was not unduly soft as a college administrator. The erring student did not find in him an easy victim and no relaxation of college discipline took place during his time. But his interest in the erring was no less keen nor was his patience with them less lasting than it was with the virtuous. His relations with the faculty and with the trustees were entirely friendly and internal harmony marked the period of his leadership. He was a remarkably ready and effective speaker, but his fluency did not conceal want of real thought, although, from an intellectual point of view, he was probably not the equal either of his predecessor or of his successor. Like every one of the presidents of the college in the long course of her history, he was tirelessly devoted to her service, endlessly at work that she might prosper. Unlike some of these men, however, his nervous system seems not to have been of a character to enable him easily to dismiss the problems of the institution from his mind for periods of relaxation. He carried them with him at all times and the nervous strain which resulted had much to do with his death.

In 1869 one hundred years had elapsed since the historic Portsmouth negotiations between the agent of Eleazar Wheelock and the royal governor of New Hampshire, from which the grant of the college charter had ensued. It was deemed highly fitting that an elaborate ceremonial should mark the end of that first hundred years of the history of the college. In 1868 committees of the trustees, the alumni and the faculty were formed to plan the festivities and to manage the formal ceremonies. To provide for a throng of people in a village as small as Hanover was a problem of much difficulty and the committee on arrangements was confronted by a task of no small magnitude. At that time the college possessed no audience hall nearly large enough to accommodate those who wished to attend. That problem was solved by procuring a tent, 205 by 85 feet, capable, it is said (probably with great exaggeration), of accommodating 10,000 people, which was pitched on the westerly side of the green near its middle line, facing south. Inside, a stage

was built, running half the length of the tent, and the whole was profusely trimmed with bunting, streamers and flags. To provide dining accommodations, a temporary wooden structure, 300 by 40 feet, with three wings, was erected on the northeast side of the green, in which a restaurant was installed for daily meals, and which was also to provide the Commencement dinner. All rooming accommodations in Hanover, not only those of a public nature, but the "spare rooms" of the faculty and townspeople were engaged long before the festivity and the throng overflowed into the surrounding towns. In addition, the state of New Hampshire loaned the college one hundred army wall tents, which were pitched on the ground to the east of Dartmouth Hall, and which were designed to serve as dormitories for the younger alumni, to many of whom, as a result of their army experiences, such accommodations were by no means novel. Twelve hundred visitors signed the centennial register, of whom eight hundred were alumni of Dartmouth. This number represents, of course, but a small portion of the throng who poured into Hanover from the neighboring towns.

The morning of the day set for the celebration, July 21, dawned clear and bright, giving promise of excellent weather conditions. At the appointed hour in the forenoon, a procession was formed, led by three graduates of the college who had become generals in the Civil War; Gilman Marston, 1837, Samuel A. Duncan, 1858, and Joab N. Patterson, 1860. The line marched around the campus, saluting Ex-President Lord, who, too feeble to attend, was watching the festivities from his window, and then entered the tent for the exercises of the morning. The president of the Alumni Association, Chief Justice Salmon P. Chase, 1826, presided and the program was as follows:

Prayer,	Rev. Dr. Barstow of Keene
Address of Welcome,	President Smith, 1830
Historical Address,	President Samuel G. Brown, 1831, of Hamilton College
Ode,	Written by Dr. John Ordranax, 1850

After luncheon the speechmaking was resumed in the tent. The program which had been prepared was as follows:

Address,	Chief Justice Chase, 1826
The Relation of the College to Law,	Ira Perley, 1822, Chief Justice of New Hampshire
The Relation of the College to Statesmanship,	Daniel Clark, 1834, former Senator from New Hampshire and Judge of the United States District Court
The Relation of the College to Literature,	Richard B. Kimball, 1834
Poem,	George Kent, 1814, read by Judge James Barrett, 1838
The Relation of the College to the Sciences and Arts,	James W. Patterson, 1848, Senator from New Hampshire
The Relation of the College to Education,	Samuel H. Taylor, 1832, Principal of Phillips-Andover Academy
The Relation of the College to Religion,	Rev. Samuel C. Bartlett, 1836, of the Chicago Theological Seminary
The Relation of the College to Military Life,	Gen. George F. Shepley, 1837

These exercises continued with due decorum until the poem was begun. What then ensued may best be given in the words of William H. Duncan, 1830, who edited the official account of the ceremonies.

Judge Barrett had read but a few stanzas when the rumbling of distant thunder was heard. There came a few scattering drops of water pattering upon the roof of the tent, but soon the winds blew, and the rain descended and fell upon the roof as if the very windows of heaven had been opened. There followed such a scene as no tongue, nor pen, nor pencil can describe—it baffles all description. Judge Barrett, with the true pluck of an Ethan Allen, stood by his colors, and the more the wind blew and the storm raged, the louder he read his poetry. He seemed to read as if there were something in the poetry to hush the wind and still the raging of the tempest. But the elements were too much for him and for the poetry too. He was obliged to cease and with his slouched hat and dripping garments left the stage and when you looked for him he was not to be found.

“Hushed was the harp, the minstrel gone”

But he was not alone in his misery. The manly and stately form of the Chief Justice, the President of the College, Reverend Doctors

of Divinity were all in the same condition; they all stood drenched and dripping like fountains in the rain. Even General Sherman had to succumb, once in his life, and seek the protection of an umbrella. Some huddled under umbrellas, some held benches over their heads, and some crept beneath the platform.

But what shall we say of the ladies? They entered the tent that afternoon arrayed as beautifully as the lilies of the field, with rouches and flowers and trimmings of marvelous taste and beauty, and plumage that rivaled the gorgeousness of the birds of paradise. They entered rejoicing in their taste and beauty—they left like dripping Naiads with their bravery drenched by the storm, their laces limp and soiled, their coiffures crushed, their trimmings departed and their rich silks stained and ruined.

“Gone was their glory, sunk their pride”

The storm departed almost as quickly as it had come and Judge Barrett valiantly completed the reading of the poem. Senator Patterson also gave his address, but the condition of the audience, or what was left of it, was too damp for further oratory and the remainder of the program was postponed to the Commencement dinner on the following day. Upon that occasion, when 1200 visitors partook of the hospitality of the college, addresses were given by Governor Stearns of New Hampshire, General William T. Sherman, Harvey Jewell, 1844, Judge Whitaker of New Orleans, a descendent of Nathaniel Whitaker, the Reverend John Wheelock Allen, grandson of the second president, John Wentworth, 1836, and John S. Sanborn, 1842, member of the Canadian Parliament. With the addition to this list of the addresses postponed from the previous day, the feast of oratory must have been sufficient even for the most exacting.

Upon his advent to Hanover in the summer of 1770 Eleazar Wheelock found the plain which he had selected as the site of his institution to be covered with a forest of enormous pines, bordered by a swamp heavily wooded with hemlocks. In that unpromising region a college must be set up and a village established. What had been the material progress of a hundred years? If the founder had returned to Hanover for the centennial ceremonies, he would have

found a well-established community, superior, perhaps, in its external appearance to most of the New Hampshire hamlets of its day. The old row of college buildings to the east of the green, while it would have been strange to him, wore much the same external appearance that it does today. Newly-painted for the expected influx of visitors, in common with the village in general, the neighborhood probably presented a neater appearance in 1869 than was usual for it. The newly-erected Bissell Hall gave to the returning alumni concrete evidence of the prosperity of the college. To the west and north of the green were private houses, each surrounded by its fence, with a plentiful supply of trees along the streets and on the lawns.

The green itself was also surrounded by a fence of rails, solidly carried by stone posts. The College Church and vestry were the only structures in that vicinity which survived to very recent times.¹ They were not regarded highly from an architectural point of view, if we may judge from the comments of *The Dartmouth*, which referred to them as "buildings of the severity of that severely American order of architecture which somebody says is a combination of the 'pointed Ionic and open Cathartic'." Upon the corner now occupied by the Hanover Inn was the Dartmouth Hotel, a brick structure with a wooden annex, then under private ownership. The business section of the town was mainly occupied by flimsy wooden houses of nondescript character. On the east side of Main Street, however, was a huge four-storied ramshackle building of brick, erected in 1813, which, for some unexplainable reason, was called the Tontine. It housed many of the stores of the village and contained on its upper floors most of the fraternity halls. The settlement continued from the green in a straggling way up Main Street nearly to the present site of the hospital, and up College Street about as far. The southern part of the village, around the northern end of Lebanon Street, was well settled, and some houses had been erected west of the southern part of Main Street. The remainder of the area now occupied by the village was farm land. Curiously enough, even then, despite the seeming abundance of land, a scar-

¹ The church was burned on May 13, 1931, and the vestry was torn down soon after.

city existed, not only of houses for members of the faculty, but of building sites. Thus in 1864 Professor Fairbanks, in setting forth plans to meet this emergency, wrote to the trustees in the following terms:

You are aware of the difficulty of procuring houses in Hanover, the high rent demanded and the extravagant prices at which all building and building lots in the part of the village occupied by the faculty are held. It seems desirable that more land suitable for building lots should be made accessible.

Not much was done about the matter at the time and for many years the difficulty remained.

While Hanover in 1869 was thus a representative community of New Hampshire, like most of these towns, when looked upon from a modern point of view, it was subject to serious defects. The village itself contained an abundance of trees, but the approaches to it, particularly that from the Ledyard bridge, were bare and desolate beyond belief. When Culver Hall was built in the following year, it loomed in a manner peculiarly forlorn from grounds which were rough, unkempt, and bare, and from a street which was a treeless waste. Except for the spectacular pine on the summit, the area now included in the College Park was likewise bare, although the process of converting it into its present beauty was begun soon after this time. No sidewalks existed in the village except paths of dirt or gravel, nor any pavements in the streets. At times the roads were deep in snow, at others they were almost hopeless morasses, while in the summer the passing vehicles raised from them great clouds of dust. In the spring, rubber boots were an indispensable part of the equipment of those who wished to move out of doors. Private grounds in the center of the village, each surrounded by its fence, were reasonably attractive, gardens were large and well cared for, but the absence of weekly clipping of the lawns must have resulted in a greater degree of unkemptness than would now be considered altogether pleasing. It was the custom to mow the green twice in the summer; just before Commencement, when a fair crop of hay was collected, and before the opening of the fall term, when the crop was more scant. A few scattered oil lamps were distributed

around the streets, but the man of prudence, who was to be out after dark, provided for his own illumination by bearing with him a kerosene lantern. Wood, burned in stoves, was almost always employed as a fuel. For the townspeople and faculty, water was supplied by the aqueduct, installed in 1820, which delivered 40 gallons a day to each family through a 1½ inch lead pipe. The pressure was not sufficient to raise the water above the cellar and distribution to other parts of the house was effected by means of pumps. Students rooming in the college dormitories had no access to this supply and were forced to use the college well, located on the eastern border of the green just opposite Thornton Hall. Sanitation was of the most primitive order. No sewers existed, but an abundance of cesspools and an even larger number of open drains, the latter serving as breeding places for great swarms of flies. Typhoid was a frequent visitor and in the fall of 1875 rose to the proportions of a real epidemic, with over a hundred cases, many of them among the students. The undergraduates petitioned that the college should be closed, a request which the faculty, after consultation with the medical professors, refused to grant. Investigation brought to light a condition on Lebanon and South Main Streets which shocked even those who were accustomed to regard unsanitary conditions with considerable tolerance and *The Dartmouth* commented with justifiable severity upon officials who had allowed such a condition to develop and who moved to remedy it only when compelled to do so by pressing necessity.

However, the period was not entirely devoid of material improvements. In 1871 Mr. A. P. Balch, a wealthy resident, erected on what is now the site of College Hall the most elaborate and expensive house which had yet been built in Hanover. Constructed according to the very best architectural taste of the period, with mansard roof, interior trimmings of black walnut elaborately carved, and surrounded by a fence which must have kept all the jig-saws in the vicinity busy for many weeks, it was regarded with much pride by all the village. Later, the owner experienced financial disaster and the house was sold to be used for trade, a fate which continued until it was burned in 1900. Somewhat earlier, Professor Fairbanks had constructed a house, similar to the Balch mansion in its external

aspect, in the region now occupied by the Tuck Drive. In 1870, at an expense of \$8000, a bank building was erected on what is now the lawn in front of Robinson Hall. For many years it contained on its second story the offices of the president and the treasurer of the college. St. Thomas' Episcopal Church was built in 1872, a praiseworthy exception to the architectural monstrosities of the seventies. The College Church was subjected to extensive change and repairs in 1869. With the latter organization the college was still extensively concerned; it still contributed liberally toward the expenses of the society (an annual contribution which, by 1874, had risen to \$1200), and it required all students, unless excused for some other service, to attend its ministrations. The minister at this time was Dr. Samuel Penniman Leeds, who had assumed the pastorate in 1860 and who continued in that relation (although, in the latter years, not in active service) until his death in 1910. He was a man of most kindly and sympathetic character, highly esteemed by those who knew him well for his modesty and sincerity, but unfortunate in his extreme dullness in the pulpit. In 1871 the installation of a gas lighting system began to be seriously considered, and Professor Dimond, always a man of enterprise and initiative, set about the project even before definite financial backing had been secured. Obtaining as a site the land upon which the heating station is now located, he installed a plant for making gas from crude oil. A company with a capital of \$12,000 was organized in the following year to take over the project, and the lights became available in March, 1872. At first, gas was installed only in the church, chapel (which up to that time had been provided with no method of illumination) and a few private houses. Gradually, pipes were extended through all the college buildings and in 1875 gas street lights were available for the first time, twelve of them being scattered around the village. Late hours were not encouraged by this additional brilliancy of the streets, for the gas was turned off promptly at ten o'clock. While the results were an improvement over previous conditions, the new system was not without its defects. For sake of economy, wooden pipes had been employed in the mains; they leaked badly and the escaping gas killed the shade trees with the roots of which it came in contact. Moreover, the students con-

tended that gas was entering the college well, thus rendering the water unfit to drink, although it is likely that the taste of which they complained was really the natural taste of that water. It was necessary to replace the wooden pipes by iron ones before the damage to trees was remedied. The price of the gas was high (\$8 a thousand feet) and, although the directors of the company maintained that the quality was so superior that the real cost was not excessive, they had some difficulty in convincing the public of the truth of that statement. The gas company continued the operation of the plant (never paying any dividends) until 1893, when the advent of electric lights put the concern out of business.

The administration of Dr. Smith was marked by the institution of a number of local alumni associations. By the conclusion of his term, in addition to the general Association, regional organizations had been established in Boston, New York, Washington, Chicago, Missouri, Cincinnati, Lowell and Manchester. The New York Association, founded in 1863, had the distinction of being the first alumni group of any college to organize in that city. The coming together of so large a portion of the graduates at the centennial of 1869 gave excellent opportunity for an exchange of views among them in regard to the college and for forming conclusions concerning their individual obligations to the institution. The graduates perceived that Dartmouth was in serious need of money and they were not disinclined to assist in meeting the pressing obligations with which the institution was confronted. Certain aspects of college administration, however, seemed to them to be unsatisfactory and to call for remedy. The objections raised to the prevailing system were four in number. (1) The arbitrary power of the board of trustees, which was considered to be particularly unfortunate on account of the naturally conservative tendencies of aged men. (2) Lack of publicity in matters of college finance, contrary to sound business principles. (3) An excessive number of trustees from New Hampshire. (4) Neglect of the interest of the academical department, with undue attention to the associated schools. At a meeting of the general association a committee was appointed "to take measures to increase the funds of the College and to consider what steps ought to be taken to bring the alumni into a more intimate relation

to its management." Plans were formulated to institute a campaign to raise \$200,000, should the objections of the alumni to some features of college management be satisfied. The committee, consisting of ten members, among whom was a future president, Dr. S. C. Bartlett, submitted to the trustees the following suggestions. (1) That a minority of the trustees should be elected upon nomination by the alumni, to hold office for a limited term. (2) That the terms of the other trustees should also be for restricted periods. (3) That a committee of the alumni should annually examine the accounts of the treasurer and make reports thereon. (4) That legislative action should be sought to decrease the number of trustees which the charter required to be residents of New Hampshire.

Justification for the complaint that the affairs of the college were in the hands of aged men is revealed by the following data concerning the personnel of the board (except for the president and governor) in 1869. One vacancy existed at that time.

<i>Name</i>	<i>Prof.</i>	<i>Res.</i>	<i>College</i>	<i>Term of Trust</i>	<i>Age, 1869</i>
Zedekiah S. Barstow	min.	N. H.	Yale, 1813	1834-71	79
Nathaniel Bouton	min.	N. H.	Yale, 1821	1840-77	70
Anthony Colby	bus.	N. H.	none	1850-70	77
Lyndon A. Marsh	law.	Vt.	Dart., 1819	1857-70	70
George W. Nesmith	law.	N. H.	Dart., 1820	1858-90	69
Ira A. Eastman	law.	N. H.	Dart., 1829	1859-81	60
Pliny B. Day	min.	N. H.	Amherst, 1834	1863-69	63
Edward S. Tobey	bus.	Mass.	none	1863-70	56
Edward Spalding	phys.	N. H.	Dart., 1833	1866-91	56

The average age of these nine men was nearly 67 years. Moreover, the older members of the group were most constant in their attendance at board meetings and apparently most influential in determining the policy of the college.

The trustees considered the matter with such care that they were not ready with an answer until July, 1870. In that answer they expressed enthusiasm concerning the proposal of the alumni to raise \$200,000, but showed marked coldness to the remaining suggestions. They would have nothing to do with any change requiring legislative action, as they feared such an attempt would involve the college once more in the "sea of politics." Stability they considered to be the great asset of the institution and the most important consideration regarding it in the minds of donors. They agreed that trustees chosen from New Hampshire should not be more than the

number (eight) required by the charter, and they promised to keep that principle in mind in future elections. They also promised, in general, to select trustees from among the graduates of the college. They felt that by the provisions of the charter no limitation in the term of service of trustees could be made and that the matter could be left safely to the good sense of individual members. To election of trustees by the alumni they raised the gravest objection. Questions of such delicacy, they said, are not best settled by a general election, involving constant liability of hasty and partisan action, jealousies, feuds, annoying disappointments and permanent and damaging alienations. "While imperfections attend every mode of human action, it is doubted if, on the whole, there is any better way of perpetuating a board like ours than that which the charter prescribes." But, as a concession to the wishes of the alumni, they proposed a measure most amazing in its naivete; namely that the several associations should select the regular examining committees, whose duty it was to inspect the college at the end of the year, to conduct the examinations, and to report upon the progress of the institution, and they promised that the names of members of this committee should be printed in the annual catalogue. The trustees also attempted to set something of a back fire upon alumni efforts by electing to the board two of the members of the alumni committee, the Reverend Alonzo H. Quint, 1846, and Mr. George W. Burleigh, 1851. At the same time they also elected a member who was very conservative in his outlook on college affairs, Mr. Henry Fairbanks, 1853, who, by this time, had resigned his position as a member of the faculty.

The alumni did not receive this reply of the trustees with much cordiality. At once all thought of participation in the attempt to raise \$200,000 was abandoned. Dr. Bartlett ironically referred to the extreme satisfaction which an examining committee would experience in seeing "their names printed in the annual catalogue." A more unrestrained but unidentified alumnus, writing in *The Dartmouth*, expressed the opinion that "so long as the existing conditions prevail they tend to deprive the College of the most hearty support of its sons." After the reply of the trustees, he thought that "to appeal to their feelings by the cry of backsheesh cannot fail to

provoke a smile from the most stoical." And he summed the matter up, in rather flamboyant fashion, as follows:

But until these changes are made, no appeal to the generous aid of the Alumni can be eminently successful. Make them and their hearty assistance is tacitly pledged. Some concession must be made to the spirit of liberty. Autocratic colleges built on European models savor of royalty. The American demands a college without an oligarchy, an oligarchy without a despot.

Here the matter rested until 1875, when a petition was received from the New York Association renewing the request for alumni representation. Whereupon, a committee of the board suggested the following tentative scheme. On occurrence of the next three vacancies in the board (including one outside New Hampshire) the trustees were to ask each alumnus of four years' standing to make four nominations for each position. The Secretary of the Alumni Association would then report to the trustees the four names receiving the largest number of votes for each position. It was then understood that ordinarily, and in all probability invariably, the trustees would select one of the persons thus nominated for the vacant place. Whenever any of the places thus filled should again be vacated, the same procedure was to be followed. If the trustees had been of the frame of mind in which they were in 1869, little hope could have been cherished that this proposal would meet a favorable reception. But changes had occurred both in the personnel and in the sentiment of the board since that time. Dr. E. R. Peaslee, 1836, and the Reverend Josiah G. Davis, Yale, 1836 (in addition to Fairbanks, Quint and Burleigh) had been added as members, while Barstow, Colby, Marsh, Day, and Tobey of the board of 1869 had died or resigned. Moreover, the trustees had now a better understanding of the seriousness of the alumni demands. The resolution was brought up for action in August, 1875, and the first vote in the board was upon the question whether or not the matter should be considered at that meeting or postponed to a later date. Four of the trustees (Nesmith, Burleigh, Quint and Peaslee) voted that it should be considered at once, while four (Bouton, Eastman, Fairbanks and Davis) voted that it should be deferred. Whereupon, President

Smith cast his vote in favor of immediate action, and accordingly the matter was taken up for discussion. Upon the motion to adopt the resolution the vote was four to three in the affirmative, with the same division as before except for Mr. Davis, who did not vote. Thus the first limited measure of alumni representation was secured.

In 1878, through the resignation of Mr. Bouton and the deaths of Mr. Burleigh and Dr. Peaslee, the three vacancies anticipated by the new plan occurred. The alumni vote, as certified to the trustees, was as follows:

<i>New Hampshire vacancy</i>		<i>New Hampshire vacancy</i>		<i>Vacancy outside</i>	
B. F. Prescott, 56	318	B. F. Prescott	302	W. A. Field, 55	232
C. H. Bell, 44	291	C. H. Bell	261	W. J. Tucker, 61	218
Hiram Hitchcock	154	H. Hitchcock	162	L. F. Bingham	154
G. B. Spalding	147	G. B. Spalding	137	John Ordronaux, 50	146

Whereupon the board elected as New Hampshire members Governor Prescott and Hiram Hitchcock, and as a trustee from outside the state, Dr. William J. Tucker. It is interesting to observe that two men who would seem to have deserved serious consideration on the basis of alumni vote, Governor Bell and Judge Field, were considered to be liberals in their theological affiliations. Perhaps that fact had nothing to do with their rejection.

The financial difficulties into which the college fell in the later years of the administration have already been discussed. Serious as they were in themselves, the situation was made even worse by the discovery of a defalcation of college funds by Daniel Blaisdell, who for forty years had been treasurer of the college. In addition to his services in this office, Mr. Blaisdell had carried on a law practice in Hanover and had also acted as treasurer of the Dartmouth Savings Bank. Through the entire period of his connection with the college he had been regarded as a man of the utmost probity and of the nicest honor. Although a committee of the trustees had audited his books annually, the examination was of the amateurish variety common to men not experts in such matters and no hint had ever been raised that any difficulty existed in the college accounts. However, upon his death in August, 1875, an examination of the assets of the institution revealed a most deplorable condition of affairs. In the private safe of the treasurer were found numbers of unregistered

bonds, with no mark to designate their ownership. Mr. Blaisdell had been in the habit of using this safe as a place of storage for the securities both of the college and of the bank, upon the assumption that it was a more secure repository than either of these two institutions possessed. Some of the bonds contained in the safe belonged to the bank. The officers of that institution possessed a list of the numbers of the securities which were their property, and were thus able to file claims to their possessions. Some of them belonged to Mr. Blaisdell or his family. The residue, not claimed by any one else, were considered to be the property of the college. According to the college books, the treasurer was supposed to have in his possession, as the property of the institution, United States bonds to the value of \$83,400. Those actually found and delivered to the trustees amounted to but \$49,300.

In the attempt to account for this discrepancy, an examination of the books at once revealed a condition of the utmost confusion. An expert accountant, after an examination lasting ten days, professed himself totally unable to solve the difficulty upon the evidence presented by the books themselves. The matter was put into the hands of Frederick Chase, 1860, (son of Professor Stephen Chase), for a number of years a lawyer in New York, who had returned to Hanover at this time to practice his profession. The task before him was most discouraging and laborious, requiring the tracing of all bond transactions of the late treasurer for fifteen years through scattered and disjointed memoranda and through inspection of the accounts of brokerage houses with which he had been doing business. Up to 1860 the accounts were found to be accurate, but after that time they were entirely misleading. Bonds were bought, sold, exchanged and transferred with only scattering memoranda to indicate the process. Sometimes purchases of bonds which had never been made were recorded on the books, although funds were available in the treasurer's hands for those purchases. In other cases purchases similar to those recorded were made at other times and not recorded on the books at all. Bonds credited to various funds were exchanged from one fund to another with no record of the transaction appearing on the books. Sometimes bonds were sold for cash and the returns were not accounted for. Interest was

frequently credited to the college on securities which were reckoned on the books as among its assets but which it had never owned. Some of these transactions resulted in definite loss to the institution, some of them made no financial difference to it, although greatly complicating the examination of the accounts, some of them actually credited the college with money to which it had no claim. The number of misleading entries of all sorts was such as to make the task of unraveling the tangle extremely difficult, and the problem of arriving at an absolutely accurate solution impossible.

On February 8, 1876, Mr. Chase's report was ready. In it he did not claim complete accuracy, but the shortages which he set forth he regarded as "very plain and if anything an underestimate." The government bonds which were unaccounted for amounted to \$28,700, while the apparent shortage in other bonds was \$8,500. Apparent deficiencies in cash balances totalled \$19,140.73. On the other hand, over-credits on the books (on account of interest credited on securities which the college did not own) amounted to between \$18,000 and \$20,000. In all, the shortage seemed to be about \$40,000.

The heirs of Mr. Blaisdell, who co-operated willingly during the investigation, were ready to do what they could to remedy the matter. In February, 1876, the trustees voted to assign to the heirs all their claims to the estate upon payment of \$20,000. This settlement was agreed to by the heirs and the matter was concluded upon those terms. The succession to the treasurership was solved by the election of Frederick Chase to that office, with the provision, however, that the officer must not, in the future, be actively connected in a fiduciary capacity with the affairs of any organization save the college.

In 1876, owing to the prospect of large deficit, the trustees asked the faculty to appoint a committee to investigate the expenditures of the college and to report possible opportunities for saving. The committee, consisting of Professors Proctor, Emerson and Lord, made an elaborate investigation and submitted a report in which certain minor economies were recommended. At a meeting in August, 1876, the board, at the suggestion of the president, adopted the recommendations of this committee and voted to institute a subscription to tide over the period of adversity. If those measures did

not succeed by April 1, 1877, the board also determined to deduct "whatever might be necessary" from salaries, a deduction, however, which was not to exceed 10%. It was not found advisable, as matters turned out, to follow this drastic policy.

These financial difficulties were a source of great worry to President Smith. In the fall of 1876 he was also disturbed by a serious decline in student enrollment, and was further upset by a communication coming to him from an influential alumnus criticising unfairly and with the utmost severity his management of the college. In the fall of that year he became seriously ill and on December 22, 1876, he submitted to the trustees his resignation of the presidency, to take effect on January 1, 1877. The board received the communication with sincere regret and ventured to hope that the resignation would not be pressed. A committee was appointed to confer with Dr. Smith and was given authority to offer him a leave of absence at full salary until his health should be restored. The committee, upon coming to Hanover, found that the president was too ill even to see them, and that he was determined to persist in his resignation, although he was willing to defer until February 1 the date set for his retirement. In this decision the trustees were reluctantly compelled to acquiesce.

From this illness the president never recovered. He lingered until the following summer and died on August 16, 1877.



CHAPTER XIII

The Administration of President Bartlett

As soon as it became evident that the resignation of President Smith was not to be recalled, the trustees made a careful canvass of possible candidates for the presidency and finally, upon January 30, 1877, elected to the office the Reverend Samuel Colcord Bartlett of Chicago. Dr. Bartlett did not accept immediately. He held the matter under consideration for some time, visiting Hanover during that period to inspect the college, but finally, upon March 13, he decided in favor of the new position and notified the trustees that he would begin his service in the following May.

Dr. Bartlett was born in Salisbury, New Hampshire, in 1817 and was a graduate of the college in the class of 1836. After serving as tutor for one year, he entered the Andover Theological Seminary, from which he was graduated in 1842. Subsequently he held pastorates in Monson, Massachusetts, Manchester, New Hampshire, and Chicago, and for six years was Professor of Philosophy in Western Reserve University. In 1858 he became Professor of Biblical Literature in the newly established Chicago Theological Seminary and retained that office until he was elected to the presidency of Dartmouth.

In his letter of acceptance the new president made certain stipulations, to which the trustees agreed. It was to be understood that a subscription campaign which had been instituted for a certain purpose (later to be described) should be continued, despite the fact

that that purpose could no longer be realized. It was likewise provided that "the work of raising money shall not be expected or required of the president, but he shall devote himself to the literary interests and internal affairs of the college," and that, in the event of a necessary retrenchment of expenses, he should not be expected to contribute toward it by surrendering any part of his salary.

President Bartlett entered upon his duties in May and was inaugurated at the following Commencement. His address was entitled, "The Chief Elements of a Manly Culture." Those elements he classified as self-promoted activity, industry, precision, fullness of material facilities, mental equipoise, decisiveness, and reverence. The aim of Dartmouth should be the stimulation of such culture in those under its charge. In the course of his remarks he took frequent occasion to voice decided and somewhat sarcastic objections to recent developments in the fields of science and philosophy which he regarded as subversive of traditional religious faith.

Problems of pressing importance confronted the new president immediately upon his accession to office. Early in 1877 Professor Young was offered the chair of astronomy at Princeton. It was felt by everyone that his departure would be a blow to Dartmouth which would greatly damage the scholarly prestige of the institution and that every effort must be put forth to retain him in Hanover. The professor set up the following conditions under which he would remain; the limitation of his work to the department of astronomy, an endowment fund sufficient to provide for that chair without drain on the other resources of the college, and the provision of \$5000 for the purchase of scientific equipment. The trustees did their best to meet these conditions; the limitation of his work to astronomy was immediately voted, a subscription of \$100,000 was instituted to provide not only for the endowment of the new chair but for other pressing needs of the college, and the members of the board contributed personally the amount required by the professor for the purchase of apparatus. Moreover, to avoid the tendency to further unrest on the part of the faculty, the board hastily rescinded its vote of the previous fall, looking toward a possible reduction of professorial salaries. It soon became apparent, however, that at the time little chance existed of raising the re-

quired endowment and accordingly, on the very day that Dr. Bartlett accepted the presidency, Professor Young submitted to the board a final resignation. The continuation of efforts to complete the subscription, despite the departure of the professor, was one of the stipulations contained in the new president's letter of acceptance. Moreover, while Dr. Bartlett must have known in advance that the financial condition of the college was not satisfactory, he found upon more careful investigation that he had not been made aware of the really critical nature of the situation. For some reason no one who knew about the matter had taken the trouble to inform him of the debt amounting to \$125,000 which rested upon the institution and he accepted the presidency in entire ignorance of that liability. Years later, in his last annual report, he took occasion to remind the trustees of that fact, with the comment that had he known of it never would he have taken up the duties of the office. Furthermore, a president having been placed in his position and the pressing responsibility of the board in this respect having been fulfilled, its members were inclined to forget the stipulation that the raising of funds was to be their responsibility and not his, and it soon became evident that, if additional revenue was to be secured, in the main the president would have to get it. Thus, despite the condition which he made with such care, in his case, as with all the presidents of the college, the major portion of his time and energy was required for the management of matters of finance.

It is quite impossible to understand the story of the college during these hectic years without knowing something of the atmosphere in which the events took place. The period was one of very considerable progress made under conditions of friction and bitterness of feeling which would seem absolutely to have forbidden any progress at all. It becomes necessary, therefore, to diverge somewhat from the chronological story of the college that we may understand what were the sources of that bitterness, how it developed and what were its results. To do that we must study in some detail the personal characteristics of the new president.

Dr. Bartlett was a man inspired by the tastes of the investigator, whose scholarship was profound and genuinely productive. In his special field, that of Old Testament literature, his researches were

fundamental and his conclusions were clear-cut and definite, although not always in accord with the views of more recent times. He approached problems with the serious intent to know all that could be learned about them, from all points of view, although, perhaps, the effectiveness of the process was somewhat hampered by a sympathy with the theology of older times. His conclusions upon the historical veracity of the earlier books of the Bible were set forth in a number of volumes of a highly controversial character. He was no cloistered scholar, however. His range of interest was far wider than his special field. His was a mind exceptionally keen, alert and vigorous in its character, and it worked with a speed and accuracy that were somewhat disconcerting to ordinary men. New problems he attacked with zest and worked through with unusual rapidity to solutions which were usually logical, although not always acceptable to all who were affected by them. When unexpected and untoward circumstances arose, he was seldom at a loss and he met emergencies with decision and speed, if not always with faultless judgment. Throughout life he never shrank from crises nor did he hesitate to encounter perplexing problems. When his interest was aroused in any issue, all the force of his remarkable energy was put at the service of the cause and he lived with the problem until it was solved. Even among those busily occupied men who, in succession, served as presidents of the college, his industry was exceptional and his entire devotion to the welfare of the institution was not questioned even by his bitterest opponents.

In view of these qualities of the new president it seemed highly fortunate that the college was able to call to her service a man so admirably fitted for leadership. But Dr. Bartlett possessed other traits which were less attractive and which made his task harder and his successes less impressive than they ought to have been. His demeanor was a liability; his manner was sharp, brusque and even overbearing, and served to antagonize those whom it was highly desirable that he should conciliate. So clearly did he see the validity of the conclusions which he derived from the applications of logical processes to problems under examination, that he could never understand why slower and less logical minds failed to accept those conclusions as quickly and completely as he did himself. In a man

of his keen mental powers, intolerance of stupidity was perhaps excusable, but he was slow to discover that such intolerance might, upon some occasions, advantageously be concealed. He never learned that measures which interfere with the personal interests of others are likely to encounter objections based solely on that interference and that more effective results may often be gained by an indirect method which avoids antagonisms based on conflict with personal desires. At the same time he was accused, it may be unjustly, of being somewhat over-solicitous when his own personal interests were involved. When engaged in controversy, he gave the impression of being intolerant of opposition, at times of relying too much on the arts of the advocate and too little upon openness and candor, and frequently of attempting to carry his point by brute force rather than by persuasion. Although he professed himself to be averse to contention, when involved in a quarrel he carried on his part of the struggle with a zest, an unbending determination and a refusal to resort to compromise which gave to him the reputation of enjoying a fight. In disputed matters of business he occasionally centered his attention upon one aspect of the problem to the neglect of others which should have been considered; sometimes he took conclusions for granted which were not so self-evident as they seemed to him; sometimes the problem under discussion appeared to him to be so involved with others which he could not discuss that complete candor was impossible; sometimes, in the lapse of time, he simply forgot what a previous decision had been. As a result, he was frequently accused of lack of candor, of trickiness and even of direct misrepresentation. His readiness at retort was frequently to his disadvantage. In times of stress, biting remarks came to his tongue, quick flashes of sarcasm, which he seemed unable to repress. Usually these hits were much to the point and gave to him a temporary victory in controversy, but they rankled in the minds of those exposed to his ridicule and won him lasting enmities. Moreover, his retorts were not always characterized by delicacy; it was with the bludgeon and not with the rapier that the president fought. These qualities made the course of Dr. Bartlett more difficult than it should have been. Perhaps they may be

summed up by the statement that he had little acquaintance with the art of managing men.

The advent of this strongly marked personality acted upon the teaching body as a stunning shock. Members of college faculties, in general, much resemble the rest of humanity; like other men they are subject to the force of personal interest and are reluctant to submit to impairment of vested rights. But they differ from the majority of mankind (perhaps more so at that time than at present) in demanding high respect for their personal dignity, a respect which is sometimes, but not always, justified by innate worth. When, in response to the request of a mouse-like teacher for more information upon a contentious issue, the president, in open faculty meeting, snapped out, "I am surprised that you do not understand the matter. I thought I had explained it two or three times so that a person of ordinary ability or ordinary comprehension might understand it," his colleagues may have been disposed to admit that the statement was justified by the facts, but they felt that the remark was an insult to the victim and, through his professorial status, an insult to them. Moreover, not all the teaching force were mouse-like and subdued. Some of them mentally were as keen as the president; they regarded themselves as co-ordinate parts of the college upon a plane of equality with all others; they felt that their opinions were entitled to entire respect; and in controversy they proved themselves to be quite as determined and unconciliatory as was the head of the college. To make the matter worse, they had become accustomed to the mild government of President Smith, who had erred (if he had erred at all) in the over-use of smooth and tactful methods. So the attitude of a president who knew not the meaning of conciliation aroused a resentment on the part of a large portion of the teaching body which in the course of time rose to deep indignation and even to open rebellion.

With the students the matter was somewhat different. In disciplinary affairs the abruptness of the president frequently brought upon him the disesteem of those who were subject to penalties, in the infliction of which he was the active agent. In some cases that abruptness was increased by the fact that, as the official organ of communication between the faculty and student, at times he was

compelled to put into operation, by behest of the disciplinary body, penalties of which he thoroughly disapproved. Ashamed of the part he had to play and anxious to have the matter over with as soon as possible, he assumed an additional tone of gruffness to expedite the interview. Different opinions were held of his methods of dealing with disorder. On one occasion, when a tumult arose in chapel, the president told the story of the young minister in a rural community who, upon the occasion of his marriage, was elected to the position of hog-reeve, according to the custom of bucolic Vermont. Whereupon, the clergyman retorted that he supposed he had come to act as pastor of the flock but if they had changed to swine, he would try to do his work well. Then the president concluded:

Gentlemen, I came here in the capacity of President of Dartmouth College, to take charge of young gentlemen, but if, by any unforeseen circumstance, it becomes necessary for me to assume the management of a menagerie of young monkeys and baboons, I trust I shall be equal to that undertaking also.

On another occasion, when an outhouse had been brought from a distance and deposited near the chapel door, the president spoke in reproving terms of those who had transported to a position so near the college their own ancestral halls. Probably most of the undergraduates regarded such remarks as good hits, but some of them, perhaps incited by advice from outside, believed that they had been insulted. The best friends of the president at times felt that he made remarks in such cases which were beneath the dignity of the head of the college. In general, however, particularly in the latter part of the term, the undergraduates with some exceptions, seem to have regarded the president with a high degree of respect. They were proud of his dauntless bearing and of his inflexible determination, they admired his intellectual keenness and his rather grim readiness of wit. Perhaps the bitter opposition to him exhibited by some members of the faculty did not tend to detract from his popularity among the student body.

As a result of a careful examination of the finances of the institution upon his accession to office, the president came to the conclusion that the Chandler School was not making a proper contribu-

tion to the operating expenses of the college. President Smith, in his desire for a university, had treated the associated schools in a very lenient manner, especially in the assignment which he made to them of their share in the general expenses of the institution. As a result, they seemed to the new president almost to have become parasites upon the real college. Furthermore, the Chandler School had always drawn a large part of its teaching force from the ranks of the academic faculty. It had paid these instructors an extremely small compensation (which they were very glad to get), and was thereby enabled to parade a far more imposing faculty list than it could possibly support by its own resources. It could fairly be maintained that the academic professors owed their full services to the academic department and the fact that they devoted time to outside teaching might be looked upon as an indication either that their duties in the academic college were not sufficiently exacting or that, by the combination of two sets of tasks, they were being overworked. It seemed logical to the new president to require the School to stand upon its own feet. It became apparent, moreover, that the trustees, for many years, had paid very little attention to the School. Its faculty had been allowed its own way in the establishment of entrance requirements, and the requirements which finally were settled upon seemed to the president to be at variance with the conditions originally imposed by the founder of the School. These arguments, advanced by the head of the college, were worthy of serious consideration. That consideration, however, was complicated by the question of motive. The friends of the School came to the belief that the opposition of the president was not really based upon the objections which he stated, but upon a contempt for scientific education and a belief that the only kind of college training which had in it anything of merit was the classical course of the traditional type. While he always denied that he held that opinion, and while he surely did not hold it in the extreme form in which it is stated above, nevertheless the evidence seems to justify the conclusion that it was not entirely foreign to his point of view.

The attempt of the president to provide remedies for the situation brought serious difficulties in its train. Neither Dr. Bartlett nor the leading members of the Chandler faculty were of concilia-

tory frames of mind and the differences between their points of view concerning the purposes and methods of operation of the School soon degenerated into personal differences of an embittered kind. The president came to believe that the faculty, by devious paths and by indirection, was endeavoring to block a proper and reasonable policy, while the faculty looked upon the president as a highly prejudiced person who was doing his best to wreck the School. In 1878 the president brought the matter definitely before the trustees by propounding certain questions in regard to the School, definite answer to which he considered to be urgently required. Was the School at that time being operated in accordance with the terms of Mr. Chandler's will? Were the entrance requirements limited to subjects "taught in the common schools of New England"? Was the rate of tuition "moderate"? In accordance with the requirements of the charter of the college had the trustees ever had the legal right to accept a bequest by the terms of which their action was subject to the overruling power of another authority, such as was provided in the board of visitors? While these questions would require mature and lengthy discussion, he was convinced that something must be done at once to relieve the financial drain of the School upon the college and to remedy certain administrative defects in its organization.

The last of these problems was acted upon immediately. In 1878 the trustees voted that no notice, advertisement or circular should be issued by any department of the college unless it was previously approved by the president. That action was taken to check the high degree of independence to which the authorities of Chandler School had become accustomed under President Smith. In the second place, a new division of general college expenses was made by which a larger share was allotted to the Chandler School than had been required of it before. Even more fundamental was the third of the votes, by the terms of which members of the academic faculty were forbidden to teach in the Chandler School a greater number of hours than fifty each year and, the most radical provision of all, that one-half the compensation received for such services must be turned over to the college treasury, the teachers contenting themselves with the other half. The last of these measures (which is

said not to have originated with the president, but with another member of the board) was received by the teachers concerned with deep indignation, and, as a result of it, a quarrel, previously limited to the faculty of the Chandler School, now became of direct personal interest to a large portion of the academic staff. As a matter of policy the measure seems to have been highly undiplomatic. The academic teachers, of course, refused to serve under these conditions (a result which the measure was apparently designed to bring about) and the School was put to embarrassing straits to supply their places. In 1879 the trustees adopted another measure which the friends of the School regarded as a direct blow to its interests; namely, the establishment in the academic department of a Latin-Scientific course. This course, as at first conceived, was designed for those students who did not wish to pursue the study of Greek in the college and who, by the new arrangement, were allowed to substitute for it the modern languages, science and mathematics. The original plan was that the prerequisite of Greek for admission should be preserved, but, as the measure made its way through the faculty and the trustees, in some way that requirement dropped out, leaving the admission requirements for the new course considerably less than those demanded for the regular classical curriculum. In later years this defect was somewhat remedied by requiring for admission to the Latin-Scientific course a year of French and a year of physical geography. The degree given for the completion of the course was that of Bachelor of Letters. As it became well established, the number of students in it, although subject to variation, sometimes was as many as one-third of the entering class. The adoption of this policy seems to have been in line with reasonable educational advance, but it was regarded by friends of the Chandler School as primarily designed to draw away from that institution students who otherwise might have entered it.

To the president's query concerning the legality of the acceptance of the Chandler gift the trustees seem to have paid scant attention. As to entrance requirements, upon examination of the records it was found that the trustees had taken no action since 1857. At that time the subjects required for admission were fixed as reading, spelling, penmanship, English grammar, arithmetic, geography and

general history. Since then, by action of the Chandler faculty unauthorized by the trustees, physiology, American history and the whole of algebra and of plane geometry had been added to the list. The president now demanded a return to the entrance conditions of 1857 as the only requirements possible under the conditions of the Chandler will, an action which would have made the School somewhat ridiculous as a department of genuine college grade. The trustees did not go quite so far as that in the adoption of a new policy, but they very nearly did so. In 1880 they set up a new scheme of entrance by adding to the requirements of 1857 algebra through simple equations and American history, with the elimination, however, of the greater part of algebra and the whole of plane geometry. At the same time, with a high degree of inconsistency, they voted that they were "opposed to any change in the Chandler Scientific Department of Dartmouth College which shall in any sense tend to debase or degrade the same," and they really did make no decrease in the requirements for the degree, thus setting before the Chandler faculty the interesting problem of accomplishing the same results that they had obtained before, in the same time, but with students who started from a much lower level.

Despite the reassuring statement of the trustees, not much confidence was felt by friends of the School that it represented the real purpose of the board. The teachers in that School certainly placed no confidence in it whatever. They were finding the problem of securing instructors to fill the places left by the departure of the academic professors to be a difficult one indeed. In negotiations to this end they complained that the president was very obstinate, the president likewise reported that they were very obstinate, while a committee of the trustees, which was appointed to reconcile the difficulty, came to the conclusion that both parties were very obstinate. Naturally, the contention gained wide public notice and the graduates of the School became alarmed for the future of the institution. In 1881 more than a hundred of them submitted to the trustees a memorial in which they expressed their regret at the controversy centering around the School. They deplored the lowering of its standards of admission, and they lamented the existence in the board of a tendency toward narrowness in interpreting the terms of

the Chandler will; factors all of which, in time, would be sure materially to degrade the School.

Friction also developed between the president and the faculty of the Agricultural College. Professors Blanpied and Pettee of that institution soon formed the same impression as had the faculty of the Chandler School concerning Dr. Bartlett's low estimate of the associated schools and of scientific instruction. At an agricultural Commencement early in the period, irritated by an address which seemed to him to overstress the value of agricultural training, when called upon for an impromptu speech he took occasion to set forth with some emphasis the superior claims of the classical course, and used an unfortunate expression in relation to the agricultural curriculum as fitting men, at the most, "for highway surveyors, selectmen, and, perhaps, members of the legislature." Whereupon, the academic undergraduates, seated in the gallery, "wooded up," the agricultural students considered themselves insulted, and the agricultural faculty became very angry. Various other points of disagreement had also arisen as a result of which the agricultural professors thought that they were treated by the president with lack of candor. By 1881 the faculty of that institution was almost as much disaffected toward the head of the college as was that of the Chandler School.

No concerted outbreak against the policies of the president occurred in the academic faculty until the spring of 1881. The contention which then arose had its origin in a dispute concerning an appointment to the chair of Greek. Professor Proctor, of that department, had died in 1879 and the work, since that time, had been carried by John H. Wright, 1873, who, since 1876, had held the title of associate professor. The candidate for the vacant position favored by the president was the Reverend John H. Hewitt, a man of middle age, at that time a teacher in Lake Forest University. It was generally admitted that the faculty, by the terms of the charter, had nothing to do with the selection of professors, but, nevertheless, it had been the usual custom to discuss the qualifications of candidates for such positions at meetings of that body and to obtain the informal opinions of the teaching group concerning appointments. In this case Dr. Bartlett did not follow that practice, thinking the matter too delicate to discuss openly in view of the presence on the

ground of Professor Wright. Instead, he showed the testimonials and other papers relating to Mr. Hewitt to those members of the teaching staff who had been in office upon his own accession. All of these men agreed that the credentials were excellent, but their approval, in most cases, was limited to that statement. Professor John K. Lord, indeed, expressed a definite preference for Professor Wright for the position, Professor Parker seems to have had that preference, but not being called upon to express his views, kept silent, while Professor Noyes favored a third candidate who was not generally supposed to be available. In the meantime, Professor Hardy (who had recently been transferred from the Chandler School to the chair of mathematics in the college), feeling that the appointment should be discussed by the faculty as a whole, as others had been, was bold enough to broach the subject in open faculty meeting and to ask the president if the appointment was not to be considered by the teaching group. Dr. Bartlett, taken by surprise, did not show his usual readiness but gave the impression that he thought the topic not suitable for faculty discussion. Whereupon, various members expressed their regret at such a departure from common practice, Professor Lord, in particular, remarking that if the president did not tolerate such discussions in the meetings of the faculty, he must expect them outside. Upon mature consideration the president changed his mind and at the next meeting brought in and read a carefully prepared paper treating of the issue which had arisen. First, he discussed at length the general relation of the faculty to appointments. Then, coming to details, he stated that his objection to the promotion of Professor Wright was that, although a scholar of high repute (he afterwards became Professor of Greek successively in Johns Hopkins and Harvard), he was not as satisfactory as a teacher of undergraduates. Finally he set forth in glowing terms the qualifications of Professor Hewitt. Nothing in the prepared paper was calculated to give offense, but the president interpolated in his remarks two impromptu statements which had a most unfortunate effect. The first was that if the objection strongly urged against Mr. Hewitt (namely, that as a scholar his reputation was not high) should likewise be raised against the members present, few of them could retain their positions; and the second, that,

while he was willing to present to the trustees any communication which the faculty might wish to make, it was his opinion that a communication upon this particular issue would have no influence with the board. The character of these statements was not such as to encourage further discussion and the faculty adjourned at once. The indignation of some of the professors at this curt dismissal of their claims to influence was extreme.

However, the incident probably would not have caused an open break had it not been followed by another which much increased the irritation of the disaffected teachers. Professor Hewitt was elected to the chair of Greek by the trustees on April 7, 1881. It was soon a matter of general rumor, which later seemed to be authenticated, that the president had represented to the board that Hewitt was the first choice of those members of the faculty whom he had consulted. This statement, in all honesty, he based on the general approval by these men of the credentials of the candidate, although he did not present it to the board in that form. The trustees understood from what he said that the faculty actually preferred this candidate to any other. A number of the professors were much annoyed at what they regarded as a misrepresentation of their views. While they admitted that they had approved the credentials, they denied that that action should in any way be regarded as an expression of preference, and that, in fact, it did not indicate their real choice. In one case, that of Professor Lord, that choice had been specifically stated and his candidate (Professor Wright) was also the preference of a number of his colleagues. In the minds of some of the group this incident seemed decisive in its significance; they came to the conclusion that the disturbed condition of the college could be tolerated no longer and that definite action must be taken to remedy it. The disaffected faculty of the Chandler School was only too glad to join the movement and so were the professors of the Agricultural College. The treasurer and the resident professor of the medical school were also numbered in the list. Accordingly, on April 29, 1881, a memorial, signed by fifteen of the twenty-two resident members of the faculty and by the treasurer, was submitted to the trustees, expressing the view that the best interests of the college required the resignation of President Bartlett. The document

has not survived, but it seems clear that, in addition to the entire teaching force of the Chandler School, of the Agricultural College, and the resident medical professors, it included six of the permanent members of the academic department (Noyes, Lord, Hardy, Pollens, Worthen and Wright). Five of the academic professors did not sign it (Sanborn, Parker, Emerson, E. J. Bartlett and Hitchcock), the first four of whom were sincere supporters of the president, while Professor Hitchcock was entirely neutral throughout the controversy.

The disaffection of a large portion of the faculty was not the only indication of the crisis which confronted the president. On April 7, 1881, the trustees received a memorial from thirty-one members of the Alumni Association of New York, stating that they were "disturbed by disquieting rumors concerning the state of affairs in the College, tending to impair the natural increase and growth of the College, to alienate the interest of the Alumni whose co-operation and assistance are so needful, and to reflect upon the management of the present incumbent of the presidential chair." They asked, therefore, that an investigation should be instituted by a committee of the trustees, with the purpose of vindicating the conduct of the college by the president, if circumstances were found to warrant that action, or of adopting absolutely new policies, if a change seemed to be required. And they asked that there should be as little delay as possible in instituting the process.

The reason for this unusual interest shown by the New York alumni is somewhat obscure. The statement was made by some of their representatives that the group was not actuated by the unrest in the faculty. On the other hand, it is true that one of the trustees, Hiram Hitchcock, whose business was in New York, but who owned a residence in Hanover and spent much of his time there, was influential with the alumni of the city and was also on terms of intimacy with the leading dissentients of the faculty. Throughout the controversy he was an unbending opponent of the president, but whether his sympathy with the faculty viewpoint led him to influence the alumni to take their stand, or whether, on the other hand, his attitude was primarily derived from alumni hostility to Dr. Bartlett, is uncertain. In any case the objections of the alumni

to the administration were not quite the same as those of the faculty. The action of the trustees in attempting to regulate the Chandler School was, of course, bitterly opposed by graduates of that institution among the New York group. Some of the members of the association were not impressed by the president's ability as an administrator, and widespread objection existed to his rigid orthodoxy and to his alleged lack of tolerance for liberal points of views in matters of theology. With the last of these complaints the faculty, in general, could have had but little sympathy.

Later in the year a third appeal for the removal of the president was received by the trustees, in this case coming from forty-four of the sixty-one members of the senior class of 1881 (after their degrees were safely in their hands). The disaffection of these men was probably due to a question of discipline in which they had been involved early in their college course. A division of opinion had existed in the faculty concerning the punishment to be inflicted in this case, but the penalty which was finally imposed was favored by a majority of the teaching group, including the president. With entire unfairness, the responsibility for the action seems to have been attributed by the class solely to the head of the college. This memorial was counterbalanced to a certain extent by a petition from a number of the members of the junior class asking for the retention of the president.

Confronted with these evidences of disaffection, the trustees could not have been in a happy frame of mind, but it was evident to them that action on their part was not to be avoided, so on April 7, they appointed a committee, consisting of Messrs. Nesmith, Spalding and Quint, to investigate the causes of the unrest. The committee came to Hanover on May 9, apparently inspired by the optimistic hope that they might settle the matter at once. It soon became apparent that the faculty and the alumni were not in agreement upon the way in which the settlement of the difficulty should be brought about. The former body was anxious that as little publicity as possible should be given to the quarrel, it had no mind to file definite charges against the president, it wished for no public hearing and it rested its case wholly upon the general feeling of unrest and dissatisfaction which pervaded the college. The alumni,

on the other hand, had already embodied the demand for a public hearing in their memorial, although it seems probable that they had no idea that they would be expected to participate in it as prosecutors. At first, the president was in agreement with the faculty in its desire for the avoidance of publicity, but, as the charges of the alumni became public, he shifted his position and joined forces with the graduates in the demand for an open investigation. The committee found it impossible to make any progress toward a reconciliation and finally left Hanover without having accomplished anything worth the while.

It soon became clear that freedom from publicity was the last thing that was to be expected in the controversy. The newspapers were filled with accounts of the incidents which were taking place at Hanover. In the matter of publicity the president was somewhat at a disadvantage. One of the most ardent of his New York opponents was Charles R. Miller, 1872, then just beginning his long career as editor of *The New York Times*. William E. Barrett, 1880, also enjoyed similar facilities as editor of the *Boston Advertiser*. These men gave to the quarrel more space in their journals than, perhaps, it fully merited and their example was followed by many others. The greater number of the press comments were unfavorable to the president, and his conduct of the affairs of the college, as well as his personal qualities, were subjected to severe criticism by many editorial writers. He was not, however, entirely without support; a support which did not limit itself to comments in his favor, but assumed a tone of sharp criticism toward his faculty opponents. In some of the more conservative organs of the Congregational church the charge was even made that the enemies of the president were working "to lower the standard of religious teaching and life in the college," a comment which must have startled such pillars of the faith as Professor Noyes and the greater number of his colleagues. The newspaper war, up to this time always an accompaniment of college controversies, in this instance, also, was waged as long as any material for it remained.

On May 27 the trustee committee, having informed the New York alumni of the meeting, again assembled in Hanover, but the notice had been so short that no representative of the Association

appeared. Adjournment was taken to Concord on June 3. At this time Sanford H. Steele, 1870, appeared for the New York alumni and Dr. Bartlett was represented by counsel. At once, the president made the demand that the complaints against him should be formulated in definite charges and specifications, that he might know exactly what he had to answer. That was obviously a shrewd move. So far as the faculty case had any strength, it lay in a general feeling of dissension which pervaded the college as a result, partly of the president's policy, but even more of his temperamental peculiarities; qualities which were difficult to attack by the citation of individual and isolated instances of misconduct. It became apparent, moreover, that if anyone was to prosecute the charges, it must be the New York alumni, who were thus forced into a position which, at the beginning of the action, they probably had little notion they would assume.

However, Mr. Steele came to Hanover and prepared, as best he could, the case against the president. The final charges consisted of five counts.

(1) That said Bartlett by his habitually insolent, discourteous, and dictatorial manner in official intercourse with his associate members of the faculty has stifled all free and independent discussion of college matters and he has illegally ignored and usurped the functions of the faculties of various departments of the college.

This charge was supported by eleven specifications.

(2) That said Bartlett has deliberately and intentionally imperiled the influence of the faculty with the students and has improperly endeavored to bring certain members into disgrace in the eyes of the students and the public.

Four specifications.

(3) That said Bartlett has persistently and systematically exerted his official influence to impair and diminish the prosperity of different departments of the college.

Seven specifications.

(4) That in his public official relations to the students the said Bartlett has used such language as necessarily to humiliate and dis-

grace them, and graduate them as enemies instead of friends of the college.

Three specifications.

(5) *That said Bartlett has so far lost the confidence of his associate members of the faculty that out of a total membership of twenty-three resident, sixteen openly express their belief that the best interests of the college require his resignation.*

A general charge with no specifications.

The formal trial began on June 17 in Hanover, with the trustee committee (Nesmith, Quint and Spalding) in charge. The New York alumni were represented by Judge William Fullerton, one of the leaders of the New York bar and counsel in many of the celebrated cases of the day, by Asa W. Tenney, 1859, United States District Attorney of New York, and by Mr. Steele. President Bartlett had employed as his lawyers Harry Bingham, 1843, of Littleton, New Hampshire, and Judge William S. Ladd, 1855, of Lancaster, New Hampshire. The trial body was not a court and, theoretically, the proceedings were not subject to the rules of a legal tribunal, but the hearing was marked throughout its course by acrimonious contentions between the counsel upon the admissibility of evidence and other technicalities of the kind. At first, Judge Fullerton was inclined rather to stress his high legal standing and to treat the country lawyers opposing him with some measure of lofty condescension; but Mr. Bingham having neither any deficiency in natural ability nor any feeling of inferiority, was not inclined to yield to any lawyer, no matter what his reputation might be. After a few sharp passages, as a result of which the inflation of the New York judge was reduced to reasonable dimensions, the hearing proceeded on a plane of entire equality, so far as the counsel were concerned. After sessions of two days the hearing was adjourned to July 12, when it was continued for two days more. At the adjourned session Mr. Quint was not able to be present and his place was taken by two legal members of the board, Judge Clinton W. Stanley of New Hampshire and Judge Wheelock G. Veazey of Vermont.

Testimony in regard to the specifications was proffered by Professors Hardy, Lord, Noyes, Pollens, Worthen, Ruggles, Sherman,

Jesup, Blanpied, Quimby, Pettee, and Hazen and, very reluctantly, by Professor Parker, who was a supporter of the president. Statements were also made by four undergraduates, by two trustees, and by one person in no way connected with the college. As a result of this testimony, it seemed evident that the president, at times, had used very bad judgment in his methods of administration, that his statements were not always characterized by entire candor, that he was inclined to be domineering and that he did not always treat his faculty colleagues with the respect which was their due. It also appeared from the testimony of all but one of the professors that the personal and unofficial relations of the complaining teachers with the president had been entirely pleasant.

For the defense, testimony was given by Professors Parker, Emerson, Fletcher and E. J. Bartlett, but the really important witness was the president himself. It is probably unfair to say that he enjoyed his examination, but his testimony, if we may judge from the stenographic report, was given with a zest and verve which showed that at least he enjoyed the opportunity of emerging at last from a cloud of whispered comment and suspicion and of stating his case in the open. His keen mentality admirably adapted him to the position of a witness and he added all possible strength to his cause. He took up in order the specifications; in every case except one he gave a plausible explanation for his conduct; in the one exception he strengthened the impression of candor which he was making by frankly admitting that the complaint was true, that he ought never to have made the derogatory remark with which he was charged, and that he was glad to take the occasion of making a whole-hearted apology to the person whom he had offended. His answers to most of the specifications were not only plausible but convincing, and reduced what, on the face of the charge, might appear to be a serious offense to the dimensions of a trivial complaint. In instances in which he seemed really at fault, he succeeded well by his explanations in reducing the dimensions of the fault to an honest error of judgment. Perhaps the charge of lack of candor was the complaint which he was least successful in meeting. By his keenness in demanding that definite charges be presented and by showing the puerile nature of most of these individual charges, he was able very

largely to neutralize the force of general complaints based on temperamental peculiarities which, perhaps, were much more valid in their nature. The hearing closed without arguments of counsel. Each side professed itself to be satisfied with its case as presented, but, upon impartial reading of the testimony, so far as the hearing was concerned it seems that the president had the better of the controversy.

Evidently the committee of the trustees was of the same opinion. In its report, submitted to the board on July 28, it presented a careful survey of the state of the college. The finances, according to this report, were in a more satisfactory condition than they had been for many years; college attendance was relatively stationary, although enrollment in the Chandler School had decreased and that in the Agricultural College had increased; order, discipline and the tone of the morals of the undergraduates were satisfactory, although, in the earlier part of his administration, the president had perhaps practiced a severity which had been found excessive and which he had now moderated; the tone of scholarship and instruction had been notably raised; whatever complaint might exist concerning measures taken in regard to the Chandler School should not be assigned to the president, as the board was entirely responsible for them (although, incidentally, the head of the college was warned that he must walk in harmony with the decisions of the trustees in these matters), and that no one had the intent to degrade the School. The friction with the faculty was ascribed to extreme sensitiveness on the one side and, perhaps, inattention to the fact that sensitiveness existed on the other.

Mutual respect and consideration must be exercised. The president has doubtless, as he says, learned by experience, and doubtless others have. The president and faculty of Dartmouth College stand too far above reproach not to be able to meet on a common plane of mutual respect.

The controversy over the Greek professorship was now over, Professor Hewitt, with admirable discretion, having finally refused to enter the hornet's nest and having resigned the chair to which he had been chosen. In subsequent years he held with marked ability

a similar position at Williams College. The alumni were told that they might rely upon the board to see that the management of the college was properly conducted. And finally the report concluded by a call for forbearance and peace, with the threat that if such an outcome could not be obtained by persuasion, the board would take whatever steps it considered necessary to secure harmony. In addition, the committee recommended that the following communication should be sent as a reply to the memorial of the New York alumni:

(1) In answer to the memorial from the alumni in New York whose interest in their alma mater we gratefully acknowledge, and whose success has added so much to the reputation of the college, and whose co-operation, with that of all the other alumni, is so needful, the board certifies that it patiently examined into the "disquieting rumors" referred to in their memorial, and investigated thoroughly the state of affairs, and, while finding some "errors of management" such as, however, are natural in connection with decided abilities, and errors not confined to any one person, have endeavored to correct all such errors in the best possible manner.

(2) The board assures those and the other alumni that the affairs of the college are in hands at least careful and watchful, and its immediate care is in the hearts of those who are called upon to administer its affairs to the best of their ability and with a conscientious devotion to every trust of every kind.

(3) The board will await the results of its efforts for the harmony of the college, the adjustment of all its parts, the allotment of respective duties, and the procuring a kind, forbearing and helpful spirit on all sides, with confidence that will not at present allow the possibility of failure, and with a determination to secure such results in any event.

This report and the resolutions which accompanied it were adopted unanimously by the board as a whole.

The outcome was victory for the president, although not an unconditional one. The *Aegis* made a comment which was fairly representative of the opinions of many editorial writers:

Charges of the gravest character have been made against our president, and, while we would not pass judgment upon them, we deplore the fact that the trustees have deemed it best to do likewise and rendered a verdict like that of the Irish jury who said, "We find the accused not guilty, but advise him not to do it any more."

The task of conciliating the dissentient members of the faculty remained to be carried out. A committee of the trustees, consisting of Messrs. Veazey, Stanley and Tucker, was asked to go to Hanover and endeavor to restore good feeling among those who were charged with the conduct of the college. To this committee the sixteen who had signed the faculty memorial submitted their resignations. They were not accepted and the committee explained that the trustees desired everyone to retain his position and co-operate heartily with all others for the welfare of the college. At the first faculty meeting of the year the president expressed the earnest desire that controversy should be forgotten and that henceforth all should work together in harmony, a proffer of peace which seems to have been perfectly sincere. The resignations were withdrawn, but harmony did not prevail. The division had been too complete and the ill-feeling aroused by it had become too deep-seated to allow so mild a solution of the issue. The opponents of the president were convinced that a strong sentiment existed against him in the board and that, while the trustees found it necessary to stand by their official representative so long as he was under attack, they would be glad to dispense with his services as soon as a convenient opportunity should arise. They were determined that such an opportunity should arise at the earliest moment. The leaders of this movement were Professors Hardy and Lord, Treasurer Chase and Mr. Hitchcock of the board. Working together, they formulated with great care the details of the plan by which they hoped to succeed in forcing the president out of office. This group was convinced, moreover, that the president, on his part, was actively at work in the attempt to rid the college of certain members of the teaching staff who were hostile to him. Although they probably did not know the details of his endeavors, they were right in their conception of his main pur-

pose. On December 5, 1881, he wrote thus to Governor Prescott, a trustee whom he regarded as friendly to him:

I raise the question for consideration whether the Board are going to secure obedience to their decisions without some decisive act, singling out and turning out the worst disturber or disturbers of the peace in order to make the rest behave like gentlemen, Christians and faithful instructors. Think of it.

Again on February 4, 1882 he returned to the charge in a letter to the same trustee:

I look for no wholesale excision. A single stroke removing the chief conspirator, who for months got up this plot, has worked it up and keeps it up. . . . His enforced resignation might bring the tender of four others (I only conjecture) bound by agreement, some of whom I think would now be glad if they were clear. . . . Now if these resignations were tendered, in my opinion two, the best men, would be greatly relieved not to have them accepted. The other two . . . we should be glad to get for the good of the college—to fill their place with better instructors. In any case—the worst—we can provide to run the college straight along. Then a little new good blood would complete the business and put us in better working time than ever before.

The person whom he had most definitely in mind was Professor Hardy.

In April, 1882, came the definite and final test of strength. By this time two members of the board of 1878, Judge Eastman and Mr. Haines, had died and their places had been taken by Judge Wheelock G. Veazey, 1859, of Vermont and Judge Clinton W. Stanley, 1849, of New Hampshire. The following resolutions were presented to the trustees for their approval:

To put at rest disquieting rumors that have been circulated to the effect that the trustees desire the resignation of President Bartlett,

Resolved, that we put on record the expression of our continued confidence in him as an able and efficient administrator and an ad-

mirable instructor, and we believe the best interests of the college require that he should continue in his present position.

Resolved, that we believe that the best interests of the college require that the members of the faculty should continue in their present positions and cordially co-operate in advancing the true interests of the college.

The second of these resolutions was adopted unanimously without debate, and eventually the first also was adopted by the vote of six (Nesmith, Spalding, Fairbanks, Davis, Prescott, Veazey) to four (Quint, Tucker, Hitchcock, Stanley). Governor Bell had been counted upon as in opposition to the president, but finally he refrained from casting his vote. As a result of this action came the end of the hopes both of the president and of his opponents that anyone would be discharged by vote of the board. In general, although there were minor fluctuations, that division represents the sentiments of the ruling body until the very close of the administration. Four members could generally be counted upon as opponents of the president; of the remaining six, some were his unwavering supporters, but others were more or less independent, to be counted upon in his behalf if the issue of his displacement arose, but frequently opposing him in other matters. As a result, a number of measures, particularly those having to do with appointments, were adopted by the board against his wishes, sometimes strongly expressed.

Sentiment in Hanover was divided during the remainder of the period, nor was the feeling of bitterness much, if at all, assuaged with the lapse of years. The controversy resulted in the permanent alienation of a large portion of the faculty from the administration and this alienation seemed not much to lessen as time went on. It extended far beyond ordinary differences of opinion concerning the routine of the college. Each party remained suspicious of the motives and of the sincerity of the other. No measure for academic change could be suggested by one side without its context being subjected to the most exacting and suspicious study by the other, in the search for a hidden meaning. Ordinary differences of opinion, which arise in any college faculty and which are usually

settled amicably after due consideration, became occasions for prolonged discussion and for displays of personal feeling. The president had learned much from his trying experiences and in the latter years of his term showed himself to be less impulsive in speech and more deliberate in judgment than he formerly had been, but he could not overcome the brusqueness of manner characteristic of him, and frequently gave offense at times when he was probably entirely unconscious that he was giving any offense at all. Some of his opponents showed an unconciliatory spirit hardly worthy of men otherwise of excellent balance. The division extended into all the activities of the community; social relations between the president and his opponents were limited to those of the most formal character, and, at times, on the part of certain persons, barely came within the limits even of a formal courtesy. As often happens, the undergraduates took a more sensible view of the situation than did the older men. In 1883 *The Dartmouth* made the following comment:

The late unpleasantness among the faculty having passed away, wrong impressions as to student attitude may be corrected. The sympathy of the students has been with President Bartlett from beginning to end. A college president could hardly enjoy more of the respect and admiration of the students than he does. Of the faculty it may be said that at no time has there been more real fitness and solid excellence than now. There is hardly a department of instruction that does not give fullest satisfaction and in many cases positive enthusiasm.

As time went on, the tenseness of feeling began to wear upon the nerves of everyone. Governor Prescott wrote in 1890, "There is always something in Hanover to keep us in a flurry, and the slightest thing stirs the whole college." In the same year Professor Emerson, who, although originally a supporter of the president, could by that time no longer be reckoned in that category, wrote:

Some say that the president has on his war paint, and has determined that your vote about our faculty teaching in the Chandler shall avail nothing. Why can't we live in peace? Dartmouth has all it can do to thrive, without being forever in a fuss. This wrangling

is tiresome and will wear us all out and ruin the college. Give, Oh give us peace!

In the same year the president thus expressed his point of view:

For about ten years I have lived in the midst of a complication of underhand movements and what can be called by no milder name than intrigues, which makes me marvel that I have been able to administer the college and above all to marvel at its prosperity. I do not know how many men could have stood it, but I think few men would. I believe that the college has been saved from wreck. But I confess that I do not enjoy this state of things overmuch If it goes on no president can live here save as a humble tool. Nervous worry killed Dr. Asa D. Smith.

And each party, as is usual in such struggles, was convinced that all the blame rested on the other side. Nor was the situation among the alumni much less serious. The group in New York was permanently alienated and never again during this administration invited the head of the college to be its guest. Lack of sympathy was general among large numbers of the graduates and the college could count little upon alumni support. Perhaps this particular consequence of the controversy was more serious and lasting than any other coming from it.

In view of these scenes of contention, it seems hardly possible that the college could have made much material advance. Curiously enough, the advance which it actually did make was probably greater than had occurred up to that time in any period of equal length in its history. That statement can confidently be made of endowment and educational plant and with almost equal confidence of the educational policies and methods of the institution. It is true that student attendance remained relatively stationary, and that it never reached the maximum attained during President Smith's term, to say nothing of the prosperous period in the early forties. In the academic department the average enrollment was 240, with a minimum of 215 in 1878-79 and a maximum of 258 in 1885-86. In the institution as a whole the average attendance was 423, the minimum being 384 in 1878-79 and the maximum 467 in the concluding year of the administration, 1891-92.

The most striking change was in matters of finance. In the earlier years of his term the president was, of course, unable completely to overcome the handicap under which he entered upon his duties and deficits were recorded for the first three years, amounting in all to nearly \$15,000. In 1880-81, however, for the first time in nearly twenty-five years, the accounts of the college showed a surplus. That was the period of the investigation of the president's conduct and it is not strange that the trustees were reluctant to dismiss an officer who had shown himself to be so much a wizard of finance. Colleges, of course, are not expected to run at a profit, and this favorable showing was not constantly repeated in subsequent years. Such adverse balances as occurred, however, either were small or were accounted for by special and extraordinary expenditures. Nevertheless, the accounts for five of the president's fifteen years in office showed a surplus and the total of deficits for the period was but \$27,000, of which nearly \$15,000 was accumulated in the three years of recovery at the beginning of the term. That showing was far in advance of anything which the college had experienced in all its history.

This prosperity was the result of an unusual number of benefactions. Some of these donations were unexpected and came from persons of whom no one connected with the institution had ever heard. Some of them had really been received in previous terms and now for the first time became available, although the large Wentworth bequest unfortunately could not be numbered in that category. Practically all the gifts were for immediate use. President Bartlett did not share the bad fortune of President Smith in receiving large sums of money which could be employed only by his remote successors. Some of them came to the institution through the influence of other men than the president. But a goodly portion of the increase in endowment was the result of the personal solicitations of Dr. Bartlett and a large measure of whatever success he may have had is to be ascribed to a type of effort which he supposed he had eliminated from his responsibilities when he entered upon the presidency.

The more important gifts which came to the college during the administration were the following. In 1877 \$10,000 was received

from the estate of Chief Justice Salmon P. Chase, the use of which was unrestricted. In 1878 an entirely unexpected donation was received from Mr. Henry Winkley, a merchant of Philadelphia but a native of New Hampshire, who was known to no one connected with the institution. The first gift was one of \$25,000 but \$10,000 was added in 1879, \$25,000 in 1880 and, upon Mr. Winkley's death in 1890, \$20,000 was found to have been bequeathed by him to the college, so that the sum of his benefactions was \$80,000. A part of this fund was used for the endowment of a chair of Anglo-Saxon and English language and letters, while the remainder was applied to other professorships. In 1880 the widow of Mr. Daniel P. Stone of Malden, Massachusetts, who was responsible for the division of his large estate, assigned to Dartmouth the sum of \$35,000 for the endowment of the professorship of intellectual and moral philosophy, and in the same year the institution received \$50,000 from Mr. Benjamin P. Cheney of Boston, the greater part of which was used for the endowment of the chair of mathematics. In 1883 the Parker estate was finally settled and the bequest which had been made in the time of President Smith for the establishment of a school of law was applied to a related but somewhat more limited purpose. The endowment was not sufficient for a full-fledged school; moreover, the president was opposed to the policy of increasing the number of associated schools. Accordingly, an agreement was negotiated with the heirs by the terms of which the college received the sum of \$50,000 for the endowment of a professorship of law, and also real estate, which eventually yielded about \$28,000, for the maintenance of the library. In the same year the legislature of New Hampshire appropriated the sum of \$10,000 to be set aside as a fund the interest of which should be used for scholarships for indigent students of the state. This was the first occasion upon which the academic department had received any aid from the legislature since the land grant of 1807, seventy-six years before. As a result, the inference might be drawn that the distrust originating from the controversy of 1815, generally shown by the state toward the college, had been forgotten; but, as a matter of actual fact, the measure encountered vigorous opposition in its course through a legislature which was supposed, from its make-up, to be peculiarly

favorable to the institution, and the experience did not give much promise of future aid. In 1884 an utterly unexpected legacy of \$50,000 (which yielded, however, but \$45,800) was provided in the will of Mr. George F. Wilson of Providence, Rhode Island, who had been persuaded by his counsel Halsey J. Boardman, 1858, to take that action, and in the next year an equally unexpected bequest, also of \$50,000 was received from Mr. Julius Hallgarten, a New York banker. In 1885 Mr. Francis B. Hayes of Boston, a member of the original board of visitors of the Chandler School, gave to that institution \$10,000, and in the following year Mrs. Anna M. Woodman of Cambridge, Massachusetts, added \$20,000 to the endowment of the School. In 1887 Mr. Richard Bond of Roxbury, Massachusetts, made an unrestricted gift to the college of \$23,500. In the next year the second grant, which had yielded no income for twenty-five years, became productive once again. A lease for the cutting of timber was arranged with Mr. George Van Dyke, by the terms of which an annual revenue of \$3750 was secured. In 1889 Mr. Jason Downer, 1838, left the college an unrestricted gift of \$10,300, while in 1891 the institution shared with a number of others the estate of Mr. Daniel B. Fayerweather, a merchant of New York City. The sum of \$100,000 was given outright and the college also became one of the residuary legatees of the estate. Settlement was delayed by extensive litigation, but the institution eventually realized from the bequest about \$223,000. Numerous gifts of smaller amounts for scholarship and other special purposes were also received, but most of the larger donations were unrestricted; not a common, but an extremely welcome, condition in college finance. It will be noted, however, that very few of these donations came from graduates of Dartmouth.

As a result of this accelerated flow of benefactions, the productive funds of the college increased during President Bartlett's administration from \$486,000 to \$1,029,000. The latter figure does not include the value of the second grant, of certain real estate in Virginia, of the land still owned by the college in Wheelock, of the large, but as yet unavailable, Tappan Wentworth estate, nor of the educational plant of the institution. The college debt was not stated

in the treasurer's report of the final year (1892), but it was approximately the same as it had been the year before, about \$80,000.

The college also received important additions to its material equipment. For many years the two pressing needs of the institution had been a chapel to replace the dingy, uncomfortable room in Dartmouth Hall which had been used since 1828, and a library to house the already valuable and rapidly growing collections of the college more adequately and in a safer manner than was possible in the rooms assigned to that purpose in Reed Hall. Both these deficiencies were relieved at the same time and by the same process. In June, 1883, Mr. Edward A. Rollins, 1851, of Philadelphia offered to give to the college \$30,000 for the erection of a chapel, on the condition that \$60,000 should be raised for a library before January 1, 1884, and (a minor but significant stipulation) that an annuity of \$400 should be paid to Professor Sanborn, then no longer capable of active service, so long as he lived. If the college could succeed in raising but \$50,000 for the library, the amount given for the chapel was to be reduced by Mr. Rollins to \$25,000. Prospects of obtaining so much money by subscription seemed slight (although Mr. Rollins deferred the time limit to May 1, 1884), when the unexpected bequest from Mr. Wilson gave the trustees a solution of the difficulty. The board voted that the whole bequest (although eventually but \$45,800 was obtained from it) should be devoted to a library, and, Mr. Rollins' condition thus being met, work on the two buildings could be started in the spring of 1884. The corner stone of each was laid with much ceremony at Commencement of that year. After considering the use of white marble, which was offered from his quarries free of charge by Redfield Proctor, 1851, the decision was made to build the chapel of pink Lebanon granite, with trimmings of Longmeadow sandstone. The structure was designed to seat six hundred. Its architect was John Lyman Faxon of Boston and it was located north of the existing college buildings on the site of the Kinsman Commons, a lot which many years before had been designed as the location for a building the duplicate of Reed Hall. The library, placed across Wheelock Street from Reed Hall, on a site which had been purchased twelve years before in anticipation of this very purpose, was planned to accommodate 130,000 volumes

and likewise to house the art collections of the college. It was designed by its architect, Samuel J. F. Thayer of Boston, to be "absolutely fireproof." Construction of the two buildings was rapidly pressed so that they were ready for dedication at Commencement in 1885, although the shelving of the library arrived so late that an emergency call had to be issued to the students to move the books, a task which they took up with much enthusiasm and completed in three days.

As originally planned, the chapel was much more attractive than it is today. The subsequent growth of the college made necessary a large increase of its capacity, and the lateral stretching which the building has undergone to accommodate more than double the original number of seats has marred its proportions beyond recall. Moreover, the employment of granite as a building material and the Romanesque type of architecture chosen for it have never fitted it well to its surroundings. At first it was provided with no organ, but in 1886 a suitable instrument was installed as the gift of Harold C. Bullard, 1884. Memorial windows in memory of each of the preceding presidents of the college were also secured as gifts, in some cases of their descendants, in others of friends. The final cost of the structure was \$32,000. The trustees voted that the building should be used for religious purposes only, and the improvement in the decorum of the daily chapel service, as a result of beautiful and appropriate surroundings, was marked. The old chapel was still employed for rhetorical exercises and for general college meetings. Pathetic was one of the earliest exercises held in the new building; the utilization of the structure for the funeral services of the donor. Mr. Rollins had come to Hanover at the opening of the fall term of 1885 and had attended the first chapel exercise, but within a week suddenly died.

The library cost \$67,600, and the Hallgarten gift was drawn on to furnish the excesss required to complete the building, above the amount produced by the Wilson bequest. It was adequate for its designed purposes when constructed, and remained so for many years. Eventually, the college entirely outgrew it and, upon replacement by the Baker Library in 1928, it was converted into a college museum.

In 1887 most of the business structures on the eastern side of Main Street were destroyed by fire. Among them was the Dartmouth Hotel. The owner of the property was not inclined to rebuild and the town thus became destitute of respectable hotel accommodations, although the decrepit South Hall was temporarily fitted for such use. From many points of view it was regarded as desirable that the college should control the hotel property. It seemed probable that no private individual would erect a structure adequate to the needs of a college town and, further, that no such individual could be relied upon to manage a hotel in such a community completely to the satisfaction of the authorities of the institution. Accordingly, although against the objections of a portion of their number who believed that the institution could not legitimately engage in a commercial enterprise, the trustees finally determined at least to control the site, and so bought the vacant lot for \$5000. After waiting a year in the hope that some suitable person would volunteer to build on the land, they finally determined to erect a hotel themselves. Work was begun upon it in the spring of 1888, the architect being Lambert Packard of St. Johnsbury, Vermont, and the contract called for an expenditure of \$22,500. The structure was finished so that it was available for Commencement in 1889, and was given the name of "The Wheelock." The building was badly planned and so wretchedly constructed that immediate repairs had to be made upon it. The furniture had to be provided, and the total cost, including the site, far exceeded the estimates and eventually rose to \$42,000. Satisfactory tenants were difficult to find and the whole arrangement became a continual source of trouble. These difficulties were settled in the following administration when the college itself assumed the management of the enterprise.

The last edifice to be constructed by President Bartlett was a home for the Young Men's Christian Association. In the fall of 1888 this organization presented a petition that it be supplied with a building of its own, a request which was received with high favor by the president and a portion of the trustees. The former devised a somewhat curious solution for the problem of financing the enterprise, namely, the employment of the funds of Moor's School,

long unused, which, in conjunction with certain additional grants that the trustees were to be asked to make, would be ample to build a suitable structure. The lot now just north of Webster Hall was selected as a site. However, when this project was mentioned to the full board, the legal members raised decided objections to a use of the Moor money for a purpose which had no apparent relation to the purpose of the school, and the president, despite his contention that there seemed no proper way in which the Moor fund could be used, was obliged to abandon the scheme. By 1890, influenced by his progress toward financing the project in other ways, the trustees voted that when \$9000 had been secured by subscriptions they would add to it \$6000 from the funds of the college, and would authorize the construction of a building to cost \$15,000. Fortunately at this time the site was changed from that originally selected to the lot east of Reed Hall. President Bartlett and Professor Bisbee exerted themselves strenuously to raise the needed amount (not a particularly easy task) and late in the year finally succeeded in their efforts. Mr. Packard was chosen as architect of this structure also, and the building was completed in 1891, at a cost of about \$17,000. After the retirement of the president, his energy in the enterprise was recognized by naming the building Bartlett Hall. For a time it served its destined purpose, but in later years the Christian Association, believing that it required headquarters nearer the center of college activities, moved to College Hall, and since that time the structure has been employed as a rather inconvenient recitation hall.

During this period the college continued the process of extending its ownership of land in the village. The scarcity of desirable dwelling houses is indicated in a striking manner by the fact that the president, upon his arrival in town, was entirely unable to secure a suitable home and for a number of years was compelled to live in the Dartmouth Hotel. He insistently and repeatedly urged upon the trustees the necessity of providing adequate living accommodations for the head of the college and finally, in 1884, the board purchased for this purpose the house of Professor Noyes, at a price of \$9500. It then stood upon the lot now crossed by the easterly end of the Tuck Drive, but since that time has been moved to Webster Ave-

nue, where it now serves as an apartment house. In 1885 Mr. Levi P. Morton, who, years before, as the keeper of a country store in Hanover, had begun a business career subsequently highly successful, purchased for \$7250 the so-called Rood house (standing on the site of Webster Hall) and gave it to the college. In 1884 the trustees bought the home of Dr. Dixie Crosby for \$6012 and in 1887 they acquired that of Professor Sanborn for \$6000. Both the latter structures (on the western side of Main Street) were eventually greatly enlarged and converted into dormitories. The Sanborn house has recently been torn down, but the Crosby house still survives. The extensive purchase of property from the Agricultural College, made when that institution departed from Hanover, will be discussed later in this chapter.

The trees, so thoughtfully provided by Judge Joel Parker and planted in the College Park, had now grown into an inextricable tangle. The president had the vision to see the beauty that might be developed by proper landscaping of the tract, but funds for the purpose were lacking, although he was able to secure from the board annual appropriations of from \$100 to \$200 for a number of years. At the beginning of the academic year 1879-80 he suggested to the students that they might work off their superfluous energies as unpaid laborers in this public-spirited enterprise. The suggestion was received with enthusiasm and most of the undergraduates volunteered. They found the work hard, they developed many blisters and aching backs as the result of their efforts, but no one was called upon to labor more than once in two weeks and for a number of years their efforts were continued with very satisfactory results. The plans for landscaping were made by Professors Fletcher and Hardy and the actual work was mainly directed by the latter. Paths were cut, roads laid out, rustic summer houses and bridges built and the tract assumed a neater appearance than, perhaps, it has today. In 1882 the senior class built what *The Dartmouth* called "an amphitheatre" for class day exercises, the present Bema, together with a grotto, partly natural, partly artificial, in the rock to one side of it. In 1884 the president advanced another suggestion to the undergraduates, namely, that successive classes should con-

struct a mediaeval stone tower on the summit of Observatory Hill to replace the "Old Pine," then evidently doomed to decay. This suggestion was also embraced with much enthusiasm and the plan was put into operation immediately by the class of 1885. Each following senior class added its share, and the construction went on without a break (although in the later years with some grumbling at the expense) until the last layer of stonework was laid by the class of 1895. The stairway and conical roof were installed at the expense of the college. The "Old Pine," which for so many years had occupied the summit of the hill and around which so many college traditions had grown, was badly damaged by lightning in 1887, was further wrecked by a wind storm in 1892 and was finally cut down in 1895. The college grounds were also improved at this time by the weekly use of the lawn mower.

During this period the institution received a large addition to its store of portraits. Governor Benjamin F. Prescott, a trustee, was much interested in the quest for material of this kind and devoted endless time and effort to correspondence with the object of inducing eminent alumni who were still alive to contribute their portraits to the college collection, and of influencing relatives of those who were dead to do similar service for their kin. Not all the paintings thus received were highly commendable as works of art, but most of them probably give a reasonably accurate idea of the appearance of the subject. Of special importance was the donation in 1879 by the children of the Reverend William Allen of the Eleazar Wheelock papers, consisting of several thousand documents and bringing to the institution an invaluable store of material relating to its early history. The library, now housed in a new building and in receipt of increased funds, also prospered. At the end of the administration the collection numbered 72,000 volumes, compared with 54,000 at its beginning. New books were being added at the rate of 1500 a year.

The income of Moor's School continued to accumulate until in 1892 the fund amounted to about \$9000. The attempt of the president to apply it to the erection of a Christian Association building has already been mentioned. The only result of this endeavor was to bring to the attention of the board the fact that such a fund ex-

isted, and to impel its more conscientious members to demand that action be taken to meet in some adequate way their responsibilities as trustees. The income from the Scotch endowment continued to be paid until 1892, although President Bartlett had great difficulty in finding from the authorities of the Society just how much money constituted the capital in their hands, as well as the revenue upon which he could rely each year. During this period ten Indians were supported wholly or in part from the proceeds of this fund; the greater number at Kimball Union Academy. Three of them entered college and one, Charles A. Eastman, a Sioux, was graduated from the classical course in the class of 1887. As a physician, author and agent among his people, he has done finer work and achieved a greater measure of repute than has any other Indian associated with the college since the early days. In 1892 the president proposed that Moor's School should be opened once again. To accomplish this result, he suggested to the Scotch Society that the income from its fund should be applied to the general purposes of the school (in which case a larger number of Indians could be cared for by the endowment than was possible under the existing arrangement), rather than to the support of individual Indians. The plan received the hearty support of the Boston Correspondents of the Society. The answer to the proposal was highly reminiscent of the correspondence of earlier years. The distrust of the Society was evidently thoroughly aroused, and its secretary at once interposed a definite veto to any such use of the money. Furthermore, he questioned whether the grants in recent years had been properly applied and asserted that little evidence existed that the beneficiaries of the fund had become missionaries, in accordance with the intent of the donors. He also questioned the status of the Boston Correspondents, and doubted whether that Board had now any legal existence under the terms of its original credentials. He concluded by giving a general notice that no more grants would be awarded until these doubtful points had been cleared up to the satisfaction of the Society. In 1899 President Tucker visited Edinburgh and conferred with the authorities of the Society, while in 1901 Mr. C. C. Nisbit, secretary of that organization, as a result of a visit to the United States, reported against the feasibility of educating Indians for missionary careers

at Dartmouth College. No use was made of the fund from 1893 to 1903, while from the latter year to 1918 occasional grants were made to individual Indians, none of whom were trained at Hanover. The Society finally applied to the Court of Sessions (the highest court in Scotland) for relief. That court in 1922 granted the petition, and allowed the fund to be diverted to the general missionary purposes of the Society. The decree, in part reads as follows:

The purpose for which Moore's [sic] Indian Mission Fund referred to in the Petition were subscribed having failed therefore [we] authorize and empower the petitioners to apply the income of the capital sums forming the said fund for Indians in North America and the accumulated interest thereon for the training and educating of Native Christians in any selected Mission Field in the British Dominions beyond the seas, for the work of missionaries among their own non-Christian people, and for aiding in the training of British youths as missionaries, interpreters and school masters among the non-Christian peoples of the British Dominions beyond the seas, and by way of subscription to and participation in and initiation of missionary enterprises among non-Christian peoples in any part of the British Dominions beyond the seas.

Thus disappeared the last connection of the institution with the funds collected by the agents of Eleazar Wheelock a hundred and fifty-five years before. In 1922 the endowment had increased to £10,296, sterling.

The prosperity of the Chandler School was not so much affected by the controversy which raged around it as might have been expected. It is true that the acute stage of the difficulties resulted in a marked drop in attendance, the enrollment in 1880-81 being but 44, in contrast to an average of 76 in the latter years of the Smith administration. In June, 1881, however, the board restored the scholastic status of the school to that which it had previously enjoyed. In response to the memorial from the Chandler alumni (referred to on page 597) a hearing was held by the trustees and Judge William M. Chase, 1858, presented a plea for the restoration of the entrance requirements formerly in vogue as not in excess of

the "subjects taught in the common schools of New England." His argument convinced a majority of the board that the drastic action taken in 1880 was unnecessary to meet the conditions of the Chandler will, and entrance requirements substantially the same as those which had prevailed in the last years of the preceding administration were restored. The enrollment in the school immediately increased and in the last ten years of President Bartlett's term it averaged 66. No cordiality existed, however, between the president and the faculty of the School, and transactions between them were impeded by feelings of acute distrust which prevailed on either side. The president's attitude toward the School may be illustrated by a letter which he sent to the secretary of the Boston Correspondents in relation to an Indian student, concerning whose religious faith some anxiety was felt. Dr. Bartlett recommended that he be placed in the academic department rather than in the Chandler School, although, thereby, he would be required to spend a longer period in Hanover for the attainment of the degree. As an argument in favor of that policy he said:

And again if he has imbibed sceptical influences the College course is the only one really calculated to clear him up. The Chandler School neither in its plan nor execution tends to help him. That seems to me a vital point. If he is to be put in the Chandler School I should not feel confident of any deliverance from his religious difficulties.

And in another letter he enlarged upon his objection to the School:

In the Chandler course there is no intellectual nor moral science and almost nothing in the wide circle of English & general literature. It is too one-sided and too deficient in the great and fundamental branches to fit him for the best and widest uses. The academic department puts him under vastly better moral and religious influences. I say it frankly but confidentially. I would not have advised the sending of a young man who was removed from . . . College to get him away from undesirable religious influences—I would not have advised his coming here under the influences of the Chandler School all things considered.

The faculty of the School, on the other hand, was much irritated by the ruling of the board which prevented the academic professors (with the exception of those engaged after President Bartlett's accession, upon terms which provided that all services both for academic and scientific departments should be covered by a single salary) from teaching in that department. Its members felt that such a regulation was not in consonance with good sense and that it needlessly hampered the School. In 1890 they presented to the board a petition asking that the prohibition be rescinded, and explaining in great detail the reasons why that course would be advantageous to everyone. At the same time, nine members of the academic faculty also submitted a memorial in which they pointed out that their recent request for an increase of salary had been denied on account of lack of funds, that the salary of the president had been increased in the meantime through assignment to him of a house, rent-free, that one member of the academic faculty, supposed to be his supporter, was permitted to add to his earnings by teaching in another of the associated schools of the college, and that the only way in which the petitioners could accomplish the same desirable end was by teaching in the Chandler School. Accordingly, they asked that the privilege of doing that work be granted them. Whereupon, the president printed an extremely caustic pamphlet in reply to the allegations of the Chandler faculty. In answer to it, Professor Ruggles complained that "old scores which were thought to be settled long ago are raked up" and, regarding himself as directly subject to a personal attack by the president, demanded a hearing by the board upon the issues involved. The stage seemed to be set for another heated controversy, but the trustees succeeded in avoiding such an outcome by adroit management. They replied to Professor Ruggles that the president's pamphlet had never been laid before them officially and that they had taken no cognizance of it; they made no move toward granting permission for academic teachers to instruct in the Chandler School for a compensation in addition to their regular salaries, but they spiked the guns of the complaining teachers by increasing all salaries from \$2000 to \$2200, under the condition, however, that, if they taught in both departments, the compensation thus increased should cover their services

to all departments in full. No more friction arose during the two remaining years of the administration and the problem of the School was settled to the satisfaction of everyone in the year following President Bartlett's resignation. During his term the funds of the Chandler School increased from \$107,000 to \$173,000.

The medical school pursued an even tenor through this period. Attendance was subject to considerable fluctuations, ranging from 44 in 1884-85 to 100 in 1878-79, with an average of 80. In 1890 the trustees voted to increase the time required for attainment of the degree of Doctor of Medicine by one year, making four years of study, including three courses of lectures, the minimum. A college degree, however, was accepted in fulfillment of one of these years. Enrollment in the Thayer School continued to be small, but the institution acquired a high reputation for the quality of its work.

The Agricultural College did not show the growth that its friends had expected, the average attendance in the latter years being 37, with a maximum of 50 in 1885-86. By this time the institution had acquired a complete faculty of its own, the leading members of which, both graduates of Dartmouth, were Charles H. Pettee, 1874, who became dean in 1888, and Clarence W. Scott, 1874. These men continued their connection with the college throughout their long service as active teachers. In 1888 the state appropriated \$7000 for the erection of an agricultural experiment station, in order that advantage might be taken of an annual appropriation of \$15,000 by the national government for experimental work. The management of the college was not entirely pleasing to all interests in the state, and at times was the subject of attack by the farmers, who voiced their complaints to the legislature in no uncertain terms. In 1885 that body appointed a committee to investigate the matter and to report possible remedies. The demand was made that the college be removed from Hanover because of the allegations that in that locality the institution had accomplished very little for agriculture (of 106 living graduates but 37 were practical farmers), that the uncentral geographical location was unfavorable, that so small a college was overshadowed by the larger institution, that its students could not live in harmony with those of Dartmouth College, that the management was very little interested in agriculture,

and that its removal would elevate it to a higher plane of usefulness. The committee reported that it found very little ground for these objections, and set forth, in detail, certain very definite advantages which had resulted from the union of the two institutions. It recommended, however, an enlargement of the board of trustees, and in 1887 the legislature voted to increase the number by three, making the governor a member and also two "practical farmers" to be appointed by him. The relations of the two institutions were not entirely harmonious. Unlike his predecessor, President Bartlett was not made president of the Agricultural College, although he became president of its faculty. Differences similar in character to those existing between him and the faculty of the Chandler School soon arose. The president charged that the Agricultural College was leaning too heavily upon Dartmouth College for support, while the agricultural faculty, particularly Dean Pettee, expressed the opinion that the president was unsympathetic with agricultural education. Various occasions for friction developed. The Dartmouth trustees were inclined to consider the act increasing the number of the agricultural trustees as a violation of the agreement between the two institutions, and the president, at least, was entirely ready to abrogate the union. Differences also arose as to the use of Culver Hall, and at one time negotiations were under way for the erection of a building by Dartmouth College for the use of the Agricultural College, which, in return, was to yield all its interest (amounting to \$15,000) in the older structure. These negotiations came to nothing, because each party regarded the other as over-insistent in its demands. In 1890 the controversy was finally settled in a manner satisfactory to all, when Benjamin Thompson, of Durham, left to New Hampshire College an estate appraised at over \$400,000, on the condition that the institution should remove to Durham and locate upon the farm which constituted a part of the gift. In 1891 the legislature accepted the conditions of the bequest and appropriated \$100,000 for the erection of buildings on the new site. The property of the departing institution was then offered to Dartmouth College. President Bartlett favored the purchase of all of it, including the farm, thereby showing more foresight than did the rest of the trustees (as the property has since been

acquired by the college at a price much greater than was then demanded), but eventually the board determined to purchase only Conant Hall and the land lying south of Wheelock Street and west of Park Street. For this property the sum of \$15,000 was paid. The experiment station was purchased by the Thayer School. The interest of the state in Culver Hall was a matter of much concern, and some friction arose as a result of the negotiations regarding it, but the legislature of 1893 showed an entirely generous spirit by passing an act which presented to the college the share of the state in the building. Thus in 1893, after a stay of twenty-five years, New Hampshire College departed from Hanover. It is difficult to imagine what the outcome would have been had it remained. The development of two large institutions, one of them co-educational, in close proximity would have led to perplexing problems. While a favorable result might have ensued, it seems likely that each institution would have hampered the other and that the growth eventually in store for both colleges could hardly have been attained by either had the union been preserved.

Admission requirements (except for such modifications as were necessary to set upon its feet the Latin-Scientific course) were not much changed in President Bartlett's time, although steps were taken to bring about some degree of uniformity in conditions of entrance among the New England colleges in general. In 1882 the trustees voted to continue admission by certificate until further notice, but in 1886 they limited that variety of entrance to candidates who presented a complete certificate. As to the curriculum, however, more radical changes were instituted than any which had yet occurred in the whole history of the college. President Bartlett was emphatically in favor of a "symmetrical" course of study (that is, one for the most part established by some other person than the student taking it), and no more determined opponent of President Eliot's scheme of unlimited electives existed among college executives. In that attitude he was in agreement with the large majority of the faculty. Nevertheless, unlike his predecessors, he did not push his objections to electives to an extreme which entirely ruled out such optional studies. In 1880-81, encouraged by the trustees, the faculty set itself to an entire revision of the curriculum. After long

consideration and debate and much difference of opinion, a scheme was finally worked out in the fall of 1881, which, after once being sent back to the faculty for further consideration, was finally approved by the trustees in October of that year. It endured without material change through the remainder of the administration. The progress in educational theory and ideals which had taken place in the lapse of thirty years may be observed by comparing the curriculum of 1891-92, given below, with that of 1860 (page 430). Studies required of Latin-Scientific students are printed in italics and are bracketed with the corresponding requirements of the classical course. Elective studies are bracketed together, without the use of italics. One study in each bracket was to be taken by the student. The numbers opposite each subject refer to the number of recitations required in that particular branch. At times, a given subject extended from one term into the next and the number of hours includes the total in both terms.

FRESHMAN YEAR

<i>First Term</i>	<i>Second Term</i>	<i>Third Term</i>
Algebra, 65	Solid Geom., 45	Trig., completed
Solid Geom., 65	Trigonometry, 62	
{ Plato, Xenophon, 69	Themes in Eng. Hist., 20	{ Greek Historians, 50
{ <i>French</i> , 90	{ Odyssey, Iliad, 48	{ <i>Botany</i> , 47
Livy, 60	{ <i>Physiology</i> , 30	Horace, 47
	Cicero (Tusc. Quest.), 55	

SOPHOMORE YEAR

<i>First Term</i>	<i>Second Term</i>	<i>Third Term</i>
{ Euripides, 38	Tacitus, 35	German, 32
{ <i>Invert. Biol.</i> , 37	{ Demosthenes, 27	Tacitus, 30
Horace, 37	{ <i>Greek Hist.</i> , 27	Dynamics, 30
German, 48	German	{ Greek Minor Poets, 30
{ French, 90	{ French, Cont.	{ <i>Surveying</i> , Cont.
{ <i>Surveying</i> , 74 and	{ <i>German</i>	{ Calculus or
{ <i>Des. Geom.</i> , 36		{ Mechanics and
Anal. Geom., 80	{ Calculus, 94, or	{ French
Spher. Trig., 80	{ Mechanics, 50 and	
	{ French, 44	

JUNIOR YEAR

First Term

Physics, 75
 Rhetoric, 39
 Logic, 27
 Natural Theol., 24

{ Aeschines, 60
 Quintilian, 60
 German, 60
 Anal. Mech., 60

Second Term

Med. and Mod. Hist., 30
 Astronomy, 47
 Chemistry, 33

{ Grk. Drama, 44
 Latin Comedy, 44
 German, 44
 Des. Geom., 44
 Laboratory Phys., 40

Third Term

Eng. Lit., 50
 Astronomy, 47
 Biology, 41

{ Thucydides, 48
 Catullus, Seneca, 48
 German, Drama, 48
 Laboratory Physics, 48
 Prac. Astron., 48
 Qual. Anal., 48

SENIOR YEAR

First Term

Geology, 33
 Anthropology, 15
 Psychology, 40
 Pol. Econ., 40
 Forensics

{ Greek Ethics, 25
 Eng. Lit., 25
 French, 25
 Pol. Econ. adv., 25
 Geology, 25

Optional

{ Hebrew
 Constit. His. Eng., 44
 Laboratory Physics, 60
 Organic Chem., 90

Second Term

Hist. Ancient Phil., 30
 Const. Law, 33
 Ethics, 33
 Forensics

{ Greek Lit., 22
 German Phil., 22
 Adv. Pol. Econ., 22
 Min'l Resources, U. S. 22

{ Latin Lit., 44
 Anglo-Saxon, 47
 Phil. Religion, 44
 Const. Hist. Eng., 44
 Research, Physics, 44
 Anal. Chem., 44

Third Term

Aesthetics, 15
 Evid. Christ., 30
 Forensics

{ Amer. Lit., 32
 Hist. Mod. Phil., 32
 Municipal Law, 32

{ Hist. French Lit., 30
 Linguistics, 30
 Advanced Logic, 30
 International Law, 30

Optional

{ Sanskrit, 40
 Systematic Phil., 40
 Advanced Physics, 40
 Analytical Chem., 40

It is to be observed that the work required in the classics and in mathematics was considerably diminished, that the variety of subjects offered was greatly increased, but that the general principle that every student must have a smattering of nearly every subject was still preserved. Electives were introduced to a limited extent as early as sophomore year and were increased in the succeeding years, although the range of choice was so narrow as to be a frequent source of student complaint. From the modern viewpoint, the curriculum does not seem entirely effective, although, to a limited extent, it did permit the student to follow lines of his individual interest. But the important change was the introduction of electives at all. The possibility of choice being admitted, it was to be easy to extend the list of elective subjects in the future, and gradually to

emerge from the policy of a curriculum largely or entirely prescribed to one admitting much freedom of choice. As a matter of fact, that was the course which was followed in subsequent years.

An innovation, made in 1882, was the introduction of a system of honors (honorable mention, final honors, etc.). In the same year the marking system was changed and the grades thenceforth were reckoned on a scale ranging from 0 to 10, with the larger number indicating the higher grade. Later, a percentage scale was introduced. The passing mark was fixed at 5, (or 50%) and each subject was weighted according to the number of hours devoted to it. Sometimes the trustees interfered in curious ways in the management of the educational policy of the college. Thus in 1879 they passed the following vote:

Voted that all divisions of classes into sections for the purpose of instruction shall hereafter be made alphabetically and not according to scholarship and that all the sections of any one class shall use the same text-book.

This measure was adopted despite strenuous protests against it by certain members of the faculty. It was highly approved by *The Dartmouth*, which objected to divisions based on rank as causing an inequality among students, as impairing the harmony of the classes, as depriving the poorer students of the benefit of hearing the recitations of the better ones, and as bringing about a difference in the ground covered by various men. Despite its support by the student organ, so stupid a pedagogical principle as that involved by the vote of the trustees could not continue and eventually the regulation became a dead letter. A further innovation was the establishment in 1881 of a Summer School of Science, a period of instruction lasting five weeks, conducted as a purely private enterprise by the members of the scientific staff, who were allowed to utilize the facilities of the college for the purpose. It continued for about six years.

Faculty changes were numerous during this period. The deaths of Professors Proctor, Sanborn and Noyes have already been mentioned, while Professor Quimby resigned in 1878, Professor Wright in 1886 and Professor Parker in 1892. The latter made a very pleasing impression upon successive generations of undergraduates by

the courtesy and gentleness of his manner, by his friendliness and by his sincerity. Professor Hardy was transferred from the Chandler faculty to the chair of mathematics in the college in 1878. He was not only regarded as a teacher of high ability, but much respected for his success as a popular novelist. The controversy over the chair of Greek was settled in 1882 by the appointment to the office of Rufus B. Richardson, Yale 1871. Louis Pollens served as Instructor and Professor of Modern Languages from 1877, and was librarian in the earlier portion of his term. During this period a number of men were added to the faculty rolls whose long service to the institution has made them familiar to all the graduates of the college who have now reached the period of middle life. To this category belong Edwin J. Bartlett, 1872, who took over the work in chemistry in 1878, Thomas Wilson Dorr Worthen, 1872, already Tutor in Mathematics under President Smith, who continued in that department as associate professor, Charles F. Richardson, 1871, who became Professor of English in 1882, Gabriel Campbell, University of Michigan, 1865, appointed to the chair of philosophy in 1883, James F. Colby, 1872, who assumed charge of the newly established Parker professorship of law in 1885, Marvin D. Bisbee, 1871, librarian and Professor of Divinity from 1886, and George D. Lord, 1884, who began his long service for the college as Tutor in Greek in 1887. To the Chandler faculty were added Henry G. Jesup, Yale 1847, as Professor of Botany in 1877, and John Vose Hazen, 1875, who became Professor of Civil Engineering and Graphics in 1879. At the close of the period the faculty of the academic department numbered 18, while the number of officers of instruction in all departments was 49. Mention should also be made of the work of the treasurer, Frederick Chase, whose services, valuable as they were from the point of view of finance, were even more important as historian of the college and of the town of Hanover. At his early death in 1890 he left the task incomplete but it was assumed and carried to a successful completion by Professor John K. Lord. Mr. Chase was succeeded as treasurer by Charles P. Chase, 1869.

During most of the period the salaries of the full professors remained at \$2000, the point at which they had been fixed in 1869. In 1890 they were increased to \$2200. In the latter part of the period

the grade of assistant professor was established, to care for promising instructors whom the trustees wished to retain in a more permanent position than that of tutor, but for whom the full professorial stipend was not available. Periods of foreign study by faculty members became common, although the system of sabbatical leaves was not yet in vogue. Arrangements were made by the trustees, however, to facilitate absence for such purposes, so far as they could. The instructing staff was still much occupied by matters of general administration, the faculty continued to act as a whole upon practically all questions of discipline and no special administrative officer (save the president) was at hand to relieve the group from attention to details. With the growth of more stringent regulations concerning absence and the necessity of a careful record of grades, the duties of the clerk of the faculty grew more onerous, and in 1886 his compensation was increased from \$100 to \$200. In 1888 a committee was appointed to consider the desirability of appointing a dean, but apparently it never made a report.

The character of the student body underwent no material change, nor was its geographical distribution much altered. A large portion of the undergraduates were in humble financial circumstances, and were compelled to rely largely on their own labors for support. Some of them still followed the practice of winter teaching, but the number engaged in such work became much less than it formerly had been. College expenses were not high. The accounts of Herbert D. Foster, 1885, show that he spent for the four years of his course the sum of \$1964. That was probably an average amount, but considerably in excess of that required by the more impecunious. Over a hundred scholarships were available, most of them paying \$70 a year toward meeting the regular tuition rate of \$90 (with an additional charge of \$6 for a library tax). In 1877 the conditions for holding these grants were definitely formulated for the first time, and a pledge was required from each recipient that he would make no expenditures for liquor, tobacco, dancing or billiards. In the following year the last two conditions were removed. The rule against the use of tobacco was found to be very troublesome to enforce and frequent mention occurs in the faculty records of the cancellation of scholarships on account of the violation

of this pledge. In 1878 someone hit upon the idea that scholarship holders should be required to work for the college three hours each week without other compensation than their grants, but attempts to carry out this policy were not highly successful and it was soon abandoned. In later years, the suspension of scholarship aid was imposed as a disciplinary measure for offenses of various types. The imposition of this variety of punishment was regarded by the undergraduates with extreme disfavor, as a blow distinctly below the belt.

Student disturbances were much the same in character as they had been in previous periods. The problem of absences began to be handled in a much more systematic fashion and a definite cut system was instituted, although it is not clear that much real improvement resulted. Occasional instances of gross disrespect to instructors called for faculty action, while dishonesty in written examinations was not infrequent. The advent of athletics resulted in numerous penalties for "playing in study hours," the kindergarten system of regulating the time of the student, which dated from the era of Eleazar Wheelock, being still in vogue. A new problem for faculty consideration was presented by class suppers, held, preferably, as far from Hanover as possible, sometimes preceded by kidnapping escapades, and often resulting in disorder and intoxication. The chapel continued to be the scene of riotous disturbances, although the atmosphere of the religious service was immeasurably improved by the impressive setting offered by Rollins Chapel. As in years before, however, the most serious cause of disciplinary action came from the traditional friction between the two lower classes. Attempts were made to remedy the evil by the institution of supervised and legal rushes, but class disturbances frequently broke out upon other occasions. These riots and the consequences which came from them caused the faculty more concern than any other type of disorder with which they had to deal. In a few cases open rebellion (generally of short duration) followed the original outbreaks. Hazing incidents continued to come to light and many more occurred which were not discovered by the authorities. The practice of horning seems to have risen to its greatest height during the early part of the period and any member of the faculty who had aroused student antagonism, from the president down, was likely

to find his house surrounded in the dead of night by a horde of masked barbarians, who awoke the neighborhood by all the weird noises which human ingenuity could produce, who tore down fences and carried off gates, who threw snowballs and other missiles through the windows and who acted generally to produce a maximum of disorder. Investigations always followed these outbreaks and severe penalties were imposed, but the permanent improvement was not great. Intoxication was far from uncommon and occasional instances of sexual offenses of an aggravated character occurred, although the number of incidents of the latter type was not large.

While the college was far from peaceful during these years, nevertheless a distinct improvement in student conduct is to be observed. An examination of the faculty records indicates that far less time was devoted to the consideration of matters of discipline than had ever been the case before and that the improvement was progressive, continuing through the period. At times *The Dartmouth* was even inclined to lament the lack of disorder as resulting in intolerable dullness. In 1889 that organ asserted that no real hazing had been carried on in Dartmouth for many years (surely an over-optimistic statement) and that time was no longer available for such diversions because "athletics require too much attention." It seems to be true that the growth of sport was a large factor in doing away with the tendency toward riotous disorder which in former days had afforded the chief vent for youthful energy, although it was probably not the sole cause of the change. The college was still far from being an institution in which peace always reigned, but the corner had been turned. As far as student conduct was concerned, the institution, after more than a hundred years of immaturity, had begun to grow up.

Attention to the religious welfare of the students continued to be a central feature of college policy. Compulsory religious services, however, had now been reduced to a morning chapel exercise on each week day, a biblical exercise on Monday, morning church on Sunday, and a chapel service on Sunday afternoon. The institution still cherished its reputation of conforming to an orthodoxy of the strictest type, the president was looked upon as a stalwart leader of

the conservatives of his denomination, and the teachers, in general, were placed in the same category. By the members of the conservative party that devotion to ancient creeds was considered to be a high recommendation for the college; by those of more liberal views it was regarded as a distinct liability. In 1877 the request of a father of a Jewish student that his son be excused from religious services was sternly denied. In 1879 *The Dartmouth* noted that special religious interest was prevalent in the institution at that time, without any "excitement or trace of Moodyism." In 1885, however, an invitation was extended to Mr. Moody to visit the college. For two days he held three services a day, his audience numbered 1500 people, and the results which he attained were considered to be highly satisfactory by those who secured him. In 1886, through the efforts of an alumnus, a Unitarian church was established in the village. It was provided with no regular pastor, but the pulpit was supplied from Sunday to Sunday by various leaders of that denomination. Probably such an invasion of Hanover was far from pleasing to the authorities of the college, and the fact that the services were held in the afternoon rather than in the morning gave to the president a reasonable pretext for refusing permission to the students to substitute attendance upon its ministrations for those of the College Church, a course which would have brought criticism upon the administration for its illiberality. In the long run, Dr. Bartlett was not to be caught in that trap. He finally placed the Unitarian service upon a plane of equality with others in the village, and in a few years the new organization died. In 1882 the Theological Society, which had existed since 1801, and the Society of Inquiry, a missionary organization which dated from 1821, suspended their activities, and their work was taken over by a branch of the Young Men's Christian Association. That the conservatism of certain members of the faculty was far in excess of the president's is shown by an incident which occurred as late as 1891. At this time Dr. Bartlett had selected a graduate of the college for the position of Willard Professor of Oratory, had secured assurance that he would accept the offer, and was about to recommend him to the trustees for appointment. Whereupon, he was highly astonished to encounter hectic objections to the candidate urged by a leading mem-

ber of the faculty; objections which were not only pressed upon Dr. Bartlett personally, but which were carried over his head to the trustees (although in an unofficial way). The opposition was not based on the unfitness or incompetence of the candidate, but solely for the reason that he was an adherent of the Episcopal rather than of the Congregational church. That the protest was made is striking in itself; more astonishing is the fact that it was successful in attaining its end, although factors not related to denominational affiliation eventually entered into the decision. In light of this incident, it is not a matter for wonder that some of the alumni came to a conclusion (on the whole, quite erroneous) that a Dartmouth professorship was "a refuge for Congregational ministers who cannot get a job anywhere else."

The undergraduates objected consistently, repeatedly, but in a manner which indicated that they knew the hopelessness of their quest, to compulsory church services. They objected with brutal frankness to the dullness of the pastor of the church, and demanded, with entire lack of reserve, that he be replaced; a demand which was equally hopeless. They also objected to the weekly biblical exercise. In 1877 these services were moved from their traditional position on Monday morning to the hour following prayers on Sunday. In a way, the president unwittingly contributed to the unpopularity of this feature of the curriculum. He took personal charge of the work of the senior class and made of it an animated discussion of Old Testament history; a subject which he knew so well and in the consideration of which he was at his best. His real genius as a teacher became at once manifest, and the contrast of his efforts to the dreary round of translation from the Greek Testament, required of the lower classes, became so marked that demands were vigorously urged by these three unfortunate groups for an elevation of the interest of work done by them to a parity with that enjoyed by the seniors. That solution proved impossible, but in 1886 the exercise (placed once again on Monday morning) became for the lower classes a text-book study of certain portions of biblical history, conducted by such members of the faculty as could be induced to undertake the task. The president's lectures to the seniors were continued, but, except for them, the exercises never gained any

popularity. Perhaps not exactly religious in its nature, but with a religious implication, was a continuing difference of opinion in regard to the use of the College Church. That was the only auditorium in Hanover sufficiently large for general purposes, and since the erection of the building in 1795 it had been the custom to employ it for various concerts, lectures and other events not ordinarily held in a religious edifice. In 1877 an attempt was made to replace the building with a new structure, but the subscriptions failed to yield the necessary amount and, instead, the existing edifice was modified and repaired. In 1879 objection was raised by some members of the faculty to the use of the church for a "reading" to be given, in the regular lecture course, by a lady who at one time had been on the stage. Upon their entrance into chapel the next morning, the offending faculty members were greeted by wild disorder, while on the following evening they were subjected to a vigorous horning. A more serious controversy arose in 1889. In that year the interior of the edifice was entirely remodeled and changed to its final form, from designs made by Stanford White. Most of the expense (\$10,000) was borne by Mr. Hiram Hitchcock. Proud of the attractive meeting place, the members of the church determined to restrict the building more fully to religious purposes. Thus in 1890 the use of it was refused to the senior class for their concert, class day exercises, and debate. Whereupon, in high wrath, the class refused to hold any exercises at all, except those of graduation, and *The Dartmouth* announced that "new paint wins out over the custom of a century." Various newspapers in the state commented adversely upon the action of the society. In the next year the society went even further, and required that the orchestra should be eliminated from the Commencement program, and the music limited to that supplied by the church organ. Although some of the stipulations were not without justification, the episodes did not much commend the church organization to the favor of the student body. As a matter of fact, the ill feeling existing between the president and certain members of the faculty (who were influential in the councils of the church) was probably at the root of the dissension.

The modern athletic regime had its beginning in this period. In the earlier part of it, baseball was the only sport. In 1879 a league was formed, consisting of Harvard, Yale, Brown, Amherst, Princeton and Dartmouth. Each team was supposed to play two games with each of the others. The relationships between the colleges was marked by frequent bickerings and in 1883 Dartmouth was dropped from the league on the ground that the teams of the college furnished inadequate competition and also because of the geographical isolation of the institution. Heated protests and aspersions on other institutions (particularly Harvard) filled the college press and in the next year Dartmouth was readmitted, with the provision, however, that both its games with Harvard, Yale and Princeton should be played on the home grounds of the latter colleges. The faculty was displeased by this requirement and finally, in 1886, forbade its continuance. As a result, the college withdrew from the league and in the next year formed a new association with Amherst, Williams and Brown, which eventually became the triangular league through the withdrawal of Brown. Home gate receipts were negligible and the expenses of the team had to be met by subscriptions. Thus in 1884 the cost of the team was \$1638 and, of that amount, \$1440 was raised by individual subscriptions, most of it from undergraduates. The gymnasium proved to be a very inadequate place for baseball training and in 1888 a large wooden building was erected in the rear of the Sanborn House for athletic purposes. Its cost, \$3000, was likewise provided by subscription.

Up to this time Rugby football had never been played in the college, but in 1878 the rules of the contest were published in *The Dartmouth*, a ground was marked out on the green and in the following year two class elevens were organized. In the fall of 1880 a college football association was formed, a university eleven selected, and suits obtained for its members. The faculty, however, was not entirely in sympathy with the new sport and, for a time, refused to grant excuses for games out of town. The first intercollegiate football contest in Hanover was played in the fall of 1881, with Amherst as an opponent, and was won by Dartmouth by the score of one touchdown to nothing. In the next year permission was given for two out-of-town games and contests were scheduled with McGill

and Harvard. The result of the latter game was discussed by *The Dartmouth* in caustic terms:

Rugby is dead. Our eleven has returned from Harvard in a reasonably good state of preservation. Far be it from us to find fault with them—they are to be pitied rather than blamed. We will not, then, denounce them as a disgrace to the college. On the contrary, they are most exemplary young men, of good intentions and fair muscular development. With one slight failing they are all we could wish. That failing is that they cannot play Rugby any to speak of.

Although the sport failed to obtain much popularity, it was continued with rather poor success. Sometimes the reasons for that lack of success were quite obvious. Thus in 1886 the team played three games on three successive days, with Andover, Technology and Harvard and lost all of them, a result which *The Dartmouth* said "was not to be wondered at." Greater interest in the game was aroused in 1886, and in the following year the college joined a league consisting of Stevens, Massachusetts Institute of Technology, Amherst, and Trinity, the last of these colleges in subsequent years being replaced by Williams. The Dartmouth team had fair success in these contests. The first trainer and coach seems to have been a graduate of Yale named Gill, who was secured in 1890. In this sport, also, gate receipts were lacking so far as home games were concerned and in 1892 *The Dartmouth* sadly observed:

The probability is that no gate receipts taken in at Hanover will ever reach \$13,000, the amount that Yale and Princeton each received for their football game last Thanksgiving.

No one seemed to have any notion of the enormous development as a business enterprise which football would eventually attain.

In 1879 Dartmouth sent two representatives to the "Mott Haven Sports" and one of them, Cogswell, 1880, won the quarter and the half-mile runs. In general, however, track was confined to intramural contests until the formation in 1886 of the New England Intercollegiate Athletic Association, consisting, at first, of Amherst, Tufts, Brown, Bowdoin, Trinity, Williams and Dartmouth. This

organization still survives, although Dartmouth long ago ceased to be a member of it. The first meet was held in Hartford, Connecticut, in the spring of 1887 and was won by Dartmouth. The competition was soon moved to Worcester, Massachusetts, where it was held for many years. In 1884 a tennis association was formed in the college, but the sport was handicapped by the fact that the courts had to be laid out on the green, which was much needed for other purposes. In 1891 a league with Amherst and Williams was formed. A college bicycle association was organized in 1885. Mention of tobogganing and of the use of double runners and of snow shoes is also found in the periodicals of the time. At some time during the period Charles S. Cook, 1879, then an instructor in the Chandler School, supervised the construction by a local carpenter of a pair of skis, with which he climbed various elevations in the vicinity and made an unsuccessful attempt upon Mount Washington, but his example seems not to have been followed by others.

The growth of the athletic interests of the college brought in its train the necessity of faculty regulation. The records of the period show an interesting series of measures to meet new and unexpected conditions. In general, the faculty showed a considerable sympathy with athletics, much more, in fact, than was the case with the teaching bodies of many American colleges of the day. The president shared in that feeling. In the earlier years an attempt was made to restrict athletic competition to a single sport, but that idea was soon given up. In 1882, as a result of a communication from President Eliot, of Harvard, calling attention to the desirability of restricting college contests to college teams, an important question of athletic policy arose. At that time the faculty expressed its willingness to co-operate in the establishment of such measures of restriction, but in 1884, when a proposal was made for definite action, a faculty committee reported that Dartmouth College had no athletic problem, that no professional teams existed in the immediate vicinity to complicate relations, and that it was impracticable on its trips to restrict the team to college games, a measure which would cut down the opportunity for practice, would make the formulation of schedules difficult and would cause other inconveniences. As a result of the report, the faculty voted that the college would not co-operate

in the restrictive movement. At the same time a permanent committee on athletics was instituted by the faculty, with the stipulation that no arrangement to play games should be entered upon by students without the consent of this body. Hazy rules in regard to proper eligibility caused some confusion and gave rise to results that now appeal to us as peculiar. Thus in 1885 the faculty voted that certain undergraduates who had been suspended for various offenses should be allowed to return to town and remain long enough to participate in important athletic contests, but in 1889 a general rule was proposed prohibiting a student under suspension or on probation from taking part in such events. After long debate, the faculty limited the application of the penalty to those under suspension. Just at the close of the academic year 1886-87 the faculty voted that two juniors should "be excused for the remainder of the term to play with an amateur team for the purpose of earning money." The financial management of athletics was not always satisfactory, and the athletic committee in 1887 recommended that the baseball association should appoint an auditor of accounts, with a restriction of choice to graduates of at least five years' standing who were residents of Hanover. Not all the members of the teaching body were sympathetic with the athletic development. Thus in 1888 one professor called faculty attention to the virtual monopolization of the gymnasium by athletic teams and to the fact that athletic taxes had come to be a serious drain on the finances of the poorer students. He asked that the athletic committee should take measures to do away with these evils. The report of the committee could not have been particularly pleasing to the protesting member, for it recommended a lessening of the first evil (by the erection, through student subscription, of a baseball cage to cost \$3000) by an increase of the second. In 1889 this professor returned to the charge with an attack from another angle. He made the ingenious proposal that the absences of athletic contestants from the class room should be reduced by playing all the contests of a given schedule within the limit of a single week, and, if possible, at a single place. This novel suggestion seems to have received no serious attention. In 1890 measures were adopted to forbid the students from engaging athletic trainers without the approval of the athletic committee and to place

upon that body the responsibility for seeing to it that athletic contestants should be sufficiently clothed.

The Glee Club continued its prosperous career and attempts were made by the president, with little success, to infuse some life into the Handel Society. A band was organized in 1886 and *The Dartmouth* noted in that year that it "gave a fine concert in the college church," but the organization was abandoned in the next year, to be re-formed in 1888. In 1880 a student company gave an ambitious performance of the new opera, *Pinafore*. So much success was achieved by its performance in Hanover that the troupe petitioned the faculty for leave of absence for presentation elsewhere. The governing authority was unsympathetic to such musical aspirations, and refused the plea, but during the spring recess the opera was given by the company in seven New Hampshire towns with what is described as "great success." In 1886 the students presented *Julius Caesar*, and in the fall of that year organized a dramatic association in the form of a stock company with a capital of \$600. It collapsed in the following spring. To the number of existing fraternities a chapter of Phi Delta Theta was added in 1884. In the previous year the fraternities as a whole adopted the policy of admitting men in their first year in college, and the hitherto existing freshman societies were consequently given up. On the other hand, two senior societies were organized, Sphinx in 1886 and Casque and Gauntlet in 1887. These organizations were not received with entire favor by the mass of the students, the *Aegis* of 1891 charging them with being "political organizations which disrupt the classes" and expressing the hope that "worthier motives will animate them in the future." The class of 1881, as freshmen, attempted to introduce the custom of wearing "Oxford caps and gowns." They procured these articles at much expense and were immediately swamped by a wave of college ridicule. In 1892, however, the senior class adopted the custom of wearing academic costumes at Commencement, but the faculty still retained their more or less passable silk hats, brown derbies or ancient straws, which, in conjunction with whatever combination of other attire was suggested by individual taste, gave to the academic procession a curiously spotted appearance. It was not until 1908 that the professors brought them-

selves to the bravery of caps, gowns and hoods. The Dartmouth yell first came into existence in 1878. It was the invention of Daniel Rollins, 1879, assisted by Professor Proctor, the latter insisting that the cry should have an Indian flavor. The class of 1879 seems to have been particularly enterprising in establishing innovations which afterwards became college traditions. It was the first of the classes to procure and carve senior canes, the first to plant a class tree, and the first to celebrate the rite of "wet down" at the end of senior year.

The Dartmouth and the *Aegis* continued as usual through the period, although the former, beginning with the college year 1879-80, became a biweekly instead of a weekly. In September, 1886, began *The Dartmouth Literary Monthly*, a magazine devoted to general literature, which at once attained a circulation of six hundred. The period of the eighties was one of considerable literary activity and interest in the college and the institution at that time numbered among its undergraduates the one person who, in the course of its history, achieved a real reputation as a poet, Richard Hovey, 1885. Censorship of the publications was as rigid as ever. Upon two occasions the editors of *The Dartmouth* fell into serious difficulties, while those of the *Aegis* were in trouble even more frequently. In some of these cases the faculty seems, from a modern point of view, to have been distinctly over-sensitive and to have adopted disciplinary measures to punish expressions of student opinion which were entirely reasonable, although, perhaps, not always tactfully worded. Sometimes, too, the matter was so trivial as hardly to justify the thunders of wrath with which its appearance was greeted. Occasionally a palpable hit was made, so well done as to win our sympathy, as was the case of the lithograph in the *Aegis* of 1884 (drawn by a professional cartoonist) which represented the struggle going on among the higher powers of the college under the guise of a faculty dog-fight. Some of the items, however, were almost diabolical in their keenness of insult and the editors certainly deserved all the penalties which were meted out to them.

Of course, the publications continued to perform their predestined functions of candid critics; they continued to denounce and

to demand. The issue which seemed of most pressing importance during all this time was one which today strikes us with some astonishment, namely, the question of whether or not the college reading room should be opened on Sunday afternoons. Perhaps few of the students really wished to make use of it at that time, but, nevertheless, as an issue the agitation had many advantages. The demand for a more liberal policy was first made by *The Dartmouth* in 1878, and, following that time, with unfailing regularity each student generation brought up the question and continued the agitation, sometimes with much violence, until the controversy died down because it became tiresome, only to be revived with the advent of a new student group. Three times (in 1878, 1884 and 1886) student petitions were presented to the faculty asking that the policy which had so long prevailed should be changed. That a question, in essence so trivial, could have caused so much debate was, of course, due to the principle underlying it, and to the opportunity which the problem offered of egging on the ever-present quarrel between the conservative and liberal elements in matters of theology. President Bartlett's conservatism was unquestioned and he regarded the suggested innovation in the light of a moral lapse, just as all his predecessors would have viewed it had it arisen in their times. He was inflexibly opposed to any such change, and, at first, the faculty was wholly in agreement with his point of view. In response to a student request in 1878, that body returned a unanimous denial because (1) the change would be contrary to custom, (2) the students could obtain books in advance from the library to read on Sunday, (3) the reading room was a secular institution and therefore ought not to be open on the Lord's day. In 1884, likewise, consideration of the student petition was indefinitely postponed by the faculty, but in the following year a change had come over the spirit of the teaching group, and a recommendation to the trustees that the request should be granted was lost only by a tie vote. The suggestion was therefore passed on to the board without recommendation, and that body displayed slight hesitation in denying the petition. The demand continued, however, and in the fall of 1892 the faculty, by a vote of seven to six, sent to the trustees a fourth student petition with a favorable recommendation. Dr. Bartlett,

although he had retired from the presidency at that time, tried his best, by private correspondence with individual trustees, to block a favorable decision, but in May, 1893, by motion of the new president, Dr. Tucker, the board granted the request. Whether or not many students used the room on Sunday, when they were thus freely permitted to do so, is uncertain, but at any rate the dispute, as a vital issue, was removed from the field of controversy.

Although the question of the reading room could be relied upon as a steady and perennial subject of complaint, other issues were not lacking. Of course such subjects as student grading, the unsatisfactory character of the examination system, the scarcity of sidewalks and the poor quality of the food in Hanover were always available to an editor in search of an issue, then as now. Among the matters of academic routine which were objected to were the inordinate amount of work required of seniors (that class, from long tradition, having come to regard its college duties as properly planned only if large opportunity was afforded for leisure), the misuse of the library by students, the monopolization of books by the faculty, excessive requirements in mathematics, all requirements in geology, psychology, logic and physiology (these objections were not made all at once, but at different times), fixed study hours, and the paucity of choice in electives. The generally conservative character of the administration was complained of as retarding the growth of the college, one editor, in particular, demanding a more intelligent discussion of the question of evolution, of which little was heard "except an occasional splenetic remark by a prominent member of the faculty." Along material lines *The Dartmouth* objected to Hanover gas at \$10 a thousand feet; to the condition of the gymnasium, the interior of which was pronounced to be a disgrace to the college; to the absence of fine fraternity houses; to the condition of the college well; to the high cost of Commencement; and to the illiberal policy of the proprietors of the church. The riotous conduct of the students at lectures with the intent of "showing off" to the girls from Tilden Seminary was criticized and so were disorders in chapel and in the weekly rhetoricals. Class day was objected to as engendering bitter feelings, and "the stealing of seventeen mugs by students who were attending a political meeting

at Lebanon" was regarded with disfavor. One editor, evidently in a disconsolate frame of mind, bewailed the lack of attention given to the physical need of the undergraduates, their wet feet, their liability to colds, the damp ground in Hanover, the poor food, the lack of opportunities for exercise in the winter and the restriction of such opportunities at other seasons, through the system of fixed study hours, to the periods just after meals. The faculty was chided for not taking more interest in athletics and for not subscribing more liberally (or at all) to the athletic funds, and the alumni were criticized for their failure to give money to the college. Occasionally, outside newspapers were blamed for false statements regarding the institution and particularly for misrepresentations of President Bartlett. And at one time a demand was voiced for the closing of a "gambling hell" in town, which was alleged to be "open seven days a week."

Many things were asked for by the editors. They wanted restaurants, a larger number of excused absences, and opportunity for instruction in shorthand. The members of the faculty were asked to preach oftener in the village church and to extend the hospitality of their homes more frequently to undergraduates. The demand was made that the time of the afternoon recitation should be moved from four to three o'clock, so that after it two hours would be available for exercise, and it was likewise felt desirable that seats should be installed on the green. Instruction was asked for in elocution, in art and in pedagogy. Better material facilities for instruction in chemistry, a new athletic field and more dormitories were demanded. A new and livelier pastor of the College Church would be of advantage to the students, and the undergraduates should have a share in the settlement of matters of discipline. A co-operative association to bring down the high prices of commodities in Hanover was urged, and also an arrangement whereby the college should impose a compulsory tax of ten dollars upon each student for the payment of athletic expenses. And, finally, one editor (who was probably representing himself alone) asked for more faculty direction of the undergraduates and less student freedom.

Progress in the village kept pace with that in the college. After more than a hundred years of struggles with deep mud, always an

accompaniment of spring and the result of every heavy rain, permanent sidewalks began to be installed. In 1884 *The Dartmouth* noted that substantial concrete walks had been laid throughout the business part of the town and that a broad plank walk had been placed across the green for the fall and winter season. In 1886 nearly \$2700, raised by contributions from the college, the village and private citizens, was expended for the extension of these walks. This progress was continued in subsequent years. The beginning of a sewer system was made, although at this time it did not extend very far. Friction was caused in 1884 by the erection of a band stand on the green by Mr. Dorrance B. Currier, a citizen of the town. The title of the college to the tract was too clear to admit of much dispute, an injunction was secured to prevent further work, and the half-completed structure was one night found to be in flames, believed to originate from the incendiary efforts of undergraduates. In 1877 *The Dartmouth* announced that "the long-wished-for telephone is working at last," and in the following year a private line was described as connecting the homes of a number of residents of the village. In 1884 the journal said that "Hanover is connected with the telephone exchange." An electric lighting system was installed in 1892. The most striking public improvement was the erection of the Mary Hitchcock Memorial Hospital, which began in 1889. It was the gift of Mr. Hiram Hitchcock and it opened its doors in 1893. Since that time it has been of incalculable benefit, not only to the town and the college, but to all the surrounding communities. Not much was actually accomplished toward improvement of the water supply, although movement started in this period culminated in a successful outcome soon after its close. In this respect the condition of the village surely called for relief. Contagious disease was common, an outbreak of diphtheria occurring in the fall of 1880, followed by a much more serious epidemic of typhoid in the same year. The town was also given a number of object lessons in the necessity for fire protection. In 1883 a conflagration occurred on Lebanon Street by which thirteen buildings were destroyed and twenty families rendered homeless. Only by the most desperate efforts, in which the students and finally a fire company from Lebanon participated, was the remainder of the village saved

from destruction. On January 4, 1887 came an even more serious fire which started in the Dartmouth Hotel and extended south along Main Street as far as the wooden building now occupied by Mr. Thomas E. Ward. Included among the buildings destroyed was the huge "Tontine," the principal business structure of the village. The loss was estimated at \$56,000. Many of the fraternities, which were housed in the Tontine, were rendered homeless. In 1888 the newly erected chapel narrowly escaped being destroyed, but in the end the damage was confined, for the most part, to the organ. Agitation of one kind or another for a suitable water supply, both for fire protection and for drinking purposes, arose as a result of these disasters, but it was hampered by the opposition of the stockholders of the existing aqueduct system and by the tendency of the more influential taxpayers to shrink from the expense. Differences of opinion also existed as to the source of the supply; one party favoring a system by which water should be pumped from the Connecticut River and distributed from a standpipe, while another preferred a gravity system, with a surface reservoir. In 1892 the trustees appointed a committee, consisting of Dr. Frost, Mr. Spalding and Judge Smith, to co-operate with the authorities of the village in planning a system. Through their efforts the present water supply was eventually installed, but not in President Bartlett's time.

During the latter part of the period the question of alumni representation upon the board of trustees once more became acute. The scheme which had been in operation since 1876 was regarded, even by the more conservative of the graduates, as ineffective; while others of a radical turn of mind, who were entirely dissatisfied with the management of the college, believed that its defects could only be remedied by an infusion into it of fresh blood from the alumni body. At the regular meeting of the Alumni Association in 1885 a committee of seven was appointed to consider and report upon this issue. The committee was headed by Judge Walbridge A. Field, 1855, and the scheme which resulted from its efforts was subsequently known as the Field Plan. It provided for no change in the status or powers of the trustees, but proposed to set up, in addition to them, an advisory board of councilors, composed of fifteen members, to be elected by the alumni. The authority of this board was

to be limited to inspection and oversight of the college, and its duties confined to an annual report of the condition of the institution to the Alumni Association. The plan did not differ essentially from that vainly suggested by President Smith many years before, nor did it now receive a more favorable reception than his scheme had then encountered. At the next annual meeting of the Association it was referred back to the committee without recommendation, and when it was brought to the attention of the trustees in 1887, the board reported that it could hardly be expected to give an opinion upon a plan concerning which so much difference of opinion existed among the alumni themselves. In 1888 the alumni appointed another committee of conference, and the trustees likewise delegated a group to meet it, although the board expressed some skepticism of a favorable outcome of such a conference. Its suspicion proved to be well justified, and nothing was accomplished. Here the matter rested until 1890. On January 1 of that year the trustees sent to each of the alumni associations an appeal for increased interest in the affairs of the college on the part of the alumni and asked that each association should send a representative to Hanover to inspect the institution, examine its needs, and, later, to confer with the trustees. In answer to this request the Boston Association passed the following vote:

Resolved that the alumni deem it most important for the prosperity of the College that the trustees cordially adopt the principle of alumni representation and that they provide as soon as may be for the practical embodiment of the principle in such form as their wisdom and devotion to the interests of the college may suggest.

This resolution was brought before the annual meeting of the general association at Commencement. While it was being considered, a communication was received from the trustees asking that a committee of the alumni be appointed to confer with the board. As a result of the ensuing conference the trustees adopted the following resolution:

Resolved that the trustees of Dartmouth College, recognizing the interest manifested by the alumni in the administration of the af-

fairs of the college, are of the opinion that they should have an advisory voice in its management and that a committee be appointed to confer with a like committee of the alumni to report some plan legally practicable for that purpose.

The committee appointed to represent the interests of the board under this resolution was made up of Mr. Quint, Judge Smith and Judge Chase. The latter was not able to serve and his place was taken by Dr. Tucker. The alumni selected as members of their committee J. B. Richardson, 1857, G. H. Tucker, 1861, W. L. Burnap, 1863, F. S. Streeter, 1874, and J. H. Smith, 1877.

At this time the membership of the board had undergone but a single change since 1881; the selection of Judge Isaac W. Smith, 1846, of Manchester, to succeed Judge Stanley, who died in 1884. In 1890, however, Judge Nesmith, who had become the oldest living alumnus of the college, died after a service on the board of thirty-two years. As a candidate to fill the vacant office, a large group of the alumni presented the name of Frank S. Streeter, 1874, of Concord, and they urged his election in vigorous terms. A majority of the board, however, was opposed to him and they proceeded, with what appeared to be undue haste, to choose for the position Mr. Streeter's law partner, Judge William M. Chase, 1858. This selection was generally regarded as a victory for the conservative element in the board, and the friends of Mr. Streeter and the more radical of the alumni were much irritated at the summary and contemptuous dismissal of his claims to the position and to the treatment of their own recommendation, although there seems to have been no personal objection to Judge Chase. Even President Bartlett, although he was far from favoring Mr. Streeter's candidacy, regarded the tactics which had been adopted by the board as thoroughly unwise. The incident accentuated the ill-feeling toward the administration on the part of a large group of the graduates, a disaffection which was already sufficiently acute. The board at this time (in addition to the president and governor) consisted of Messrs. Spalding, Quint, Fairbanks, Davis, Tucker, Prescott, Hitchcock, Veazey, Smith and Chase. These men were divided in their sentiments toward alumni representation. A part of them were in sympathy with

the wishes of the graduates, a part took a middle ground, but several of the most influential members were definitely opposed to any change whatsoever. The motives actuating the conservative group were somewhat mixed. In the back of their minds was probably a desire (of which they may have been quite unconscious) to retain the unlimited power which had been theirs so long. More definite, however, was their objection to a possible departure of the institution from its position of traditional theological orthodoxy. Moreover, these men were suspicious of the motives of the protesting alumni and considered that the main interest of these graduates was their own personal advancement rather than a real desire to further the welfare of the college. They were aware that, if the change were made, the management of the institution would be likely to fall into the hands of men unfriendly to the president. Some of them, in all honesty, raised objections of a legal character to almost any type of action which could be suggested. And all of them were firmly of the opinion that alumni elections would lead to electioneering campaigns, to contention, and to disaffection among the graduates, bringing in their train serious damage to the college. Early in 1891 Mr. Fairbanks thus expressed his view:

The most noisy men are those who would like to see the College quite swept off its old foundations into what they call liberalism. . . . Our alumni will not do anything for the college only to volunteer to manage it. And the best men among them will not do this much.

At about the same time President Bartlett set forth similar views:

But as an alumnus and not as a trustee I frankly confess that the more I think of it the more it seems to me that in instituting a movement to change the charter in its fundamental trusteeship and in virtually inviting the body of the alumni to join us, we have made the gravest mistake in the history of the college, as well as the greatest and most sudden change in the position of the board that has taken place.

He regarded the alumni movement as wholly the work of extremists, and sincerely believed that it was not approved by the

"mature and sober element" among the graduates. He felt that "conservative men" would rally to the support of the conservative trustees, never seeming to have realized that men who would be classed by him as "conservative" had, for the most part, passed away. Even to this group of the trustees, however, the necessity of alumni support and co-operation was so obvious that they eventually came to the conclusion that alumni representation in some form was unavoidable, and thenceforth centered their attention mainly on the particular method to be applied, in the attempt to make the innovation of as little significance as possible.

The leaders of the alumni, on the other hand, were convinced that the management of the college needed new blood to rescue it from a condition of stagnation. They professed themselves to be willing to bring financial aid to the institution, but only if they had active voice in its management. They were distrustful of the motives of the conservative element of the trustees and were inclined to regard the objections raised to various plans of relief, particularly those based on pleas of illegality, as subterfuges to prevent any action being taken at all. To bring about a satisfactory solution from the mass of conflicting proposals, amid the atmosphere of distrustful suspicion which prevailed, was no easy task.

A meeting of the joint committee of the alumni and the trustees was held in the fall of 1890. The graduates at first presented a most radical suggestion, namely that all the trustees (except the governor and president) should thenceforth be elected by alumni of the institution. Finally, however, they advanced a more moderate scheme, namely, that the number of trustees should be increased by five, the additional members to be elected by the alumni for a limited term, while the status of the remaining trustees should remain unchanged. Although this plan would necessitate a change in the college charter, it seemed, nevertheless, to the trustee committee to be worthy of consideration and the joint group proceeded to base its discussions upon this proposal. Such progress was made that at a meeting of the trustees on January 1, 1891, Messrs. Quint, Tucker and Smith were ready with a definite solution. They proposed that a questionnaire should be sent to all Dartmouth graduates of five years' standing asking, (1) whether the recipient was in favor of

greater participation in the management of the college by the alumni body and, if so, (2) whether he favored a plan whereby the number of trustees should be increased by five, the additional members to be elected by the alumni. The president at once proposed an amendment to this motion whereby the questionnaire should be extended to include the opinion of the alumni upon other plans; namely the Field scheme of a board of councilors, and a plan already in operation in Williams College by the terms of which the alumni nominated a certain number of the regular board, with the understanding that the trustees should elect to membership those nominated. The last method was generally referred to as the Williams Plan. After a long argument, the president's amendment was defeated and the original motion of the committee was passed. This vote of the board gave to the alumni committee a reasonable basis for the inference that the trustees were committed to the plan which had been worked out by the joint group, although it turned out afterwards that such an inference was by no means justified. Even before the questionnaires were returned, a bill was introduced into the New Hampshire legislature the provisions of which were in agreement with the committee's suggestion. The measure gave to Dartmouth College permission to add five extra members to the board of trustees, all of whom were to be graduates of the college and at least one of them a resident of New Hampshire. These new trustees were to be elected by the alumni for a term of five years, were intrusted with all the authority of regular members of the board, except that they were excluded from voting upon the selection of the regular trustees (except the president). The act was to take effect only if accepted by the existing board and a special clause in it disavowed any claim by the legislature of possessing the right or power to change the charter. If accepted, the act was to remain in force for fifteen years, when it might be renewed for a further period of indefinite length by vote of the twelve original trustees, the five alumni members having no voice in this decision. The act encountered no opposition in the legislature and became a law on February 18. It was neither introduced nor urged by the trustees as a whole, but, on the other hand, the board did nothing to oppose it.

At this stage the negotiations seemed to be carried to a point at which definite settlement was in sight, but, as a matter of fact, the acute phase of the controversy had just begun. In an article in *The Dartmouth* on February 27 President Bartlett gave formal notice that the trustees had taken no action committing the board to the policy embodied in the new law and that their silence concerning it should not be ascribed to acquiescence. This pronouncement was much of a shock to the alumni leaders, who supposed, from its recent votes, that the board was in favor of the new plan. Suspicions of bad faith began to be formed by the alumni group. To add to the confusion, doubt of the constitutionality of the legislative act began to be expressed in various quarters. It was stipulated in the original charter that the number of trustees should be "twelve and no more." The point was raised that if the number should be increased, any donor who, in the past, had given money to the college, would be justified in the contention that the terms of the contract involved in his gift had been violated and would thus have good legal grounds for suit to recover his donations. This view was set forth with much earnestness by a group of alumni in Vermont, probably inspired by Mr. Henry Fairbanks. Judge Jonathan Ross, 1851, of the Supreme Court of that state, wrote an elaborate argument adverse to the constitutionality of the proposed change in the charter and similar judgment was rendered by Judge James Barrett, 1838, of the same court (each man, of course, acting in a private capacity). If the matter was to be continued along these lines, extensive litigation was entirely possible, and that possibility was changed to a certainty by Mr. Fairbanks. He was radically opposed to any measure, no matter what its nature might be, which should require modification of the charter, and he was in a financial position to make his opposition effective. Being about to depart for Europe for the summer, he left adequate funds in the hands of Professor James F. Colby, with instructions that counsel should be engaged and proper legal action taken at once, if necessary, to block any further action along the lines of the New Hampshire Act. Professor Colby engaged as colleagues the counsel who had defended President Bartlett in the investigation of 1881, Judge Ladd and Mr. Bingham, and, in addition, Mr. Charles A. Prouty, 1875, of

Newport, Vermont, and Mr. Charles F. Matthewson, 1882, of New York. One feature of the situation, however, caused much perplexity to the trustees who were opposed to the acceptance of the New Hampshire Act; the fact that they were likely to be placed in an unfortunate position as a consequence of the alumni questionnaire, the returns from which were almost unanimous in favor of the enlarged board. Thereby they seemed to be brought into opposition to the entire body of the graduates. That dilemma was avoided by mailing to all the graduates another questionnaire, issued by a small alumni group. Included among the material thus sent out was a circular stating the legal objections to the proposed plan, as voiced by Judge Ross, while the questionnaire itself gave an opportunity of choice between the Field Plan of councilors and a modification of the Williams Plan, neither of which involved the necessity of any change in the charter. Almost none of those who answered the second questionnaire favored the institution of councilors, but a sufficient number recorded themselves as agreeing with the Williams Plan to remove from the trustees the stigma of opposing the entire alumni body.

Naturally, the alumni committee and its supporters were much disturbed by these proceedings. While the board had never definitely committed itself to the plan which that group had evolved, the committee certainly had reason to think that no serious opposition existed to it in that body, and the storm which the scheme was now encountering led the alumni to think that they had been tricked. Moreover, they were inclined to believe that threats of legal action, so freely bruited about, were really based on an intent to kill any scheme of alumni representation, whatever might be its nature, rather than on an honest objection to the particular method in question. Accordingly, their frame of mind became very obstinate and they determined to press the issue to its conclusion, whatever its outcome might be. The way was thus prepared for another bitter controversy and another prolonged legal struggle. Apparently, no plan could be suggested which was not subject to severe attack from some quarter. President Bartlett was opposed to any scheme which would involve the college in litigation. As the proposed increase in the number of trustees would be sure to bring on

that result, he was positive that such a plan should by all means be ruled out, an opinion which was reinforced by his personal agreement with those who objected to any change of the charter. At heart, he probably favored the Field Plan, but he was willing to accept the Williams Plan, in a modified form. Mr. Fairbanks and his supporters were determined to involve the college in far-reaching litigation if the Alumni Plan should be adopted, but they, too, not only were willing to accept the Williams Plan, but really were in favor of its adoption. They went to the trouble of securing from Judge Ross an opinion confirming its entire legality. Some of those who favored the Williams Plan, however, were willing to accept it only after serious modifications, holding out, in particular, for a provision which would permit the trustees to choose between the two candidates receiving the largest number of votes from the alumni, a scheme with which the graduates, in general, would have nothing to do. Moreover, none of the advocates of this system had in mind more than three, or at the most four, trustees as subject to alumni election. On the other hand, the alumni committee was unbending in its support of its own plan, and its members were entirely willing to resort to legal action to defend it. They had even secured counsel (Senator Edmunds) for that purpose if litigation should become necessary. Almost equally devoted to that measure were Messrs. Tucker and Quint of the trustee committee. The former objected to the Williams Plan as illegal in a moral if not in a technical sense, and as an unworthy subterfuge to avoid the plain intent of the charter. He felt that the board, by its action hitherto, had morally bound itself to the acceptance of the proposal advanced by the committee and he much preferred a test in the courts, conducted in the open, to an attempt to meet any difficulties which might exist by subterfuge and indirection. In fact, he welcomed a "friendly suit," as leading to a definite and final settlement. Amid these warring factions attempts at compromise seemed futile, and the various groups assembled at Commencement in 1891 for what Dr. Tucker feared would be "a hot and fruitless time."

That such an outcome did not ensue is somewhat surprising and is perhaps to be ascribed most largely to the conciliatory efforts of Mr. Fairbanks' counsel, now consisting of Professor Colby, Mr.

Matthewson, and Judge Asa W. Tenney, 1859. President Bartlett opened the negotiations by proposing a modification of the Williams Plan, by the terms of which the alumni were to nominate candidates for four places on the board, and the trustees would then choose between the two having the highest number of votes, ordinarily, if not invariably, selecting the one who had the highest number. The alumni were in no frame of mind to listen to a proposal which did not involve an unrestricted election, and some of them, particularly Judge Richardson, chairman of the committee, were unbending in the demand for the acceptance of the New Hampshire Act. It was apparent that only by extreme measures of conciliation could agreement be secured, and finally the trustees brought themselves to propose a more liberal measure than had yet been suggested by either party; the unrestricted nomination by the alumni of five members of the board, in general accordance with the Williams Plan. The vote was as follows:

Resolved that the graduates of the college, the Thayer School and the Chandler School of at least five years' standing may nominate a suitable person for election to each of the five trusteeships next becoming vacant on the board of trustees of the college (excepting those held by the Governor and the President) and may so nominate for his successors in such trusteeships.

Resolved that whenever any such vacancy shall occur in such trusteeship or the succession thereto, the trustees will take no action to fill the same until the expiration of three months after notice to the secretary of the Alumni of the occurrence of such vacancy, unless a nomination therefor shall be sooner presented by the alumni to said trustees.

Resolved that this plan of nomination shall be taken to supersede the plan heretofore adopted in 1876.

The liberality of this offer was such as to satisfy most of the alumni, although a few, evidently distrustful of the good faith of the board, held out for their own scheme. As it really provided a much larger degree of alumni representation (five-twelfths instead of five-sevenths of the total) than was involved in the New Hampshire Act, it quickly gained the favor of the Alumni Association and was

adopted without serious difficulty. It was the tacit understanding that each alumni member thus elected should resign after a service of five years, and thus permit another election. By this arrangement it would eventually happen that one alumni member would be elected each year. The board also promised to provide three vacancies at once and two more before the following Commencement, so that the system could be installed immediately. A nominating committee was set up by the Alumni Association to suggest names for vacant positions, a list from which the graduates as a whole should select. The first three vacancies were supplied by the resignations of Messrs. Davis, Spalding and Veazey. To fill these places the alumni elected Dr. Carleton P. Frost, 1852, of Hanover; Judge James B. Richardson, 1857, of Boston; and Charles W. Spalding, 1863, of Chicago. These men took their seats in the board in October, 1891. In the following year Frank S. Streeter, 1874, of Concord, New Hampshire, was elected to succeed Mr. Hitchcock, resigned, and the Reverend Cyrus Richardson, 1864, of Nashua, New Hampshire, to take the place of President Bartlett.

As we look back upon the controversy, we can hardly believe that the prognostications of evil which were set forth with such earnestness by the opponents of alumni representation could ever have been seriously held. The members of the board who, in the lapse of forty years, have been elected by the graduates have invariably proved themselves to be worthy of the honor, and have been valuable members of the governing board. Electioneering has been almost absent and alumni bitterness and dissension entirely so. For the first time the graduates of the college were in a position to consider themselves as vital parts of the institution, and the good feeling which, in recent years, has characterized the relations of the alumni with the administration, although partly due to other causes, could hardly have developed in the absence of this measure. In one respect, only, were the fears of the opponents of the policy justified. The introduction of new blood into the governing body marked a definite close to the special control of the institution exercised by the conservative wing of a religious denomination. That result would have come about in any case, but it was accelerated by the new policy.

In 1892 the president reached the age of seventy-five. His physical condition was excellent, notwithstanding three separate accidents in the latter part of his term each of which resulted in a broken arm. He spent the winter of 1889-90 in California, being granted leave of absence by the board for that purpose, not because of any defect in his own health but because of the physical condition of his wife. Nor had the keenness of his mind suffered any impairment in the lapse of years. The college was in a more prosperous condition than it had ever been before. But he was tired of bearing the responsibilities of the presidential office and looked forward eagerly for opportunity to carry on special literary activities which had long been on his mind. Opposition to him in the board had never slackened and the newly elected alumni members could hardly be regarded as his friends. He felt that it was time for him to retire and on February 8, 1892, he submitted his resignation to the board, to take effect in the following June. The resignation was accepted by the trustees who also adopted a resolution highly commendatory of the retiring president, which, in part, reads as follows:

During his presidency the tone and standard of scholarship has been raised, the range and choice of studies has been broadened and extended. The number of professors in the college and various departments has been increased from twenty-one to thirty-four, new college buildings have been erected, the library has been enlarged from 54,000 to 72,000 volumes and the friends of the college have contributed to its funds, including that given for land and buildings, over \$700,000, and during this period all the funds of the college have been scrupulously kept to the purpose for which they were given.

In accordance with his own desire, he retained a connection with the institution as Lecturer on the Relation of the Bible to Science and History and Instructor of Natural Theology and Evidences of Christianity.

Six years of life remained to him, undimmed by failure of physical strength or lapse of mental keenness. His erect figure, making its way about the village with an elasticity of gait that belied his years, became familiar to student generations which knew him not

as head of the college. His courses, required of all seniors, became to him a joy. The sense of heavy responsibility under which he labored for so long was over, and he entered into new relations with undergraduates with the zest of a boy. His incisive comments, his keen wit, his readiness of retort, coupled with a tolerance and mellowness which increased with the years, made the effect which he produced upon the members of each senior class ever memorable in the minds of those fortunate enough to be subject to his influence. It is true that in these exercises the wildest of disorder at times prevailed, and that the principles of proper class management were conspicuous by their absence, but he seems to have enjoyed the bedlam as much as did the boys and never was there a moment when he could not become completely master of the situation, if he chose. So he passed the eightieth milestone with mind undimmed and zest unimpaired. So young in spirit did he seem that the community felt a sense of shock, not often experienced in the passing of so old a man, when it learned on November 16, 1899 that he had passed away. In a fine and discriminating eulogy, his successor, Dr. Tucker, stressed his genius for hard work; his undaunted bearing in attacking the difficult problems which it had always been his lot to face; the wonderful clearness, accuracy and reliability of his mind when working within its chosen range; his wide play of interests, always abreast of the world; his scholarly habit of mind; his love for the fine arts; his charm as a conversationalist; his fine vein of sentiment; and, most striking of all, his high optimism, which never spoke the language of doubt or despair. No one felt that the estimate was overdrawn. Despite the contentions which marked his administration, despite obvious weaknesses which marred his effectiveness, the college would have been much the poorer had it not been permitted to utilize the service of so keen an intelligence and so dauntless a personality as President Bartlett.



CHAPTER XIV

The Administration of President Tucker

ON February 1, 1892, the trustees elected to the presidency one of their own number, the Reverend William Jewett Tucker, a professor in the Andover Theological Seminary. Dr. Tucker was present at the meeting and the action was taken by his fellow trustees in the face of his emphatic protests and an immediate oral refusal of the office. He was persuaded, however, to take time for more mature consideration of the matter in all its aspects. During this period of delay it became strikingly evident that he was the almost unanimous choice, not only of the trustees, but of the alumni and of the faculty of the college, and much pressure was brought to bear upon him to accept the office. More extended consideration, however, did not change his point of view. The seminary at that time was involved in an embittered theological controversy and, although the end seemed to be in sight, it was felt by his associates that his departure would seriously injure the institution. Moreover, he was much interested in certain undertakings in the field of social service which had been entered upon under the auspices of the seminary and was anxious to continue the work which had been so well begun. Furthermore, his training and life work had been that of the ministry, first in the pulpit and later in the preparation of preachers, and he felt that the value of his services in that field must far outweigh anything that he might accomplish in the realm of college education. Accordingly, on March 15, 1892, he sent to the trustees a formal declination of the office.

This action put the members of the board into a decided quandary. While all the branches of the college could unite upon Dr. Tucker, it was difficult to find another man who could command such general support. With the progress of the alumni movement and the assumption by the graduates of practical control of the board of trustees, it was highly desirable that the new president should be a graduate of the college. An outsider would find it difficult to grasp the complexities of the situation and would be handicapped in securing alumni sympathy. On the other hand, it was likewise desirable that no one should be chosen who had taken an actively partisan attitude in the controversies which had marred President Bartlett's term and who would thereby tend to keep alive the feuds which everyone desired to forget. The trustees became convinced that the question ought not to be settled by hasty action and they accordingly determined to take whatever time might be needed for a thorough survey of the field. On June 28 they appointed Professor John K. Lord to serve as acting president in charge of the educational policies and routine of the college for the following year, while Dr. Carleton P. Frost, a resident trustee, was asked to care for matters of finance. A committee was appointed to consider and recommend candidates for the presidency. Of this committee Dr. Tucker was the head.

Delays of this type, however necessary they may be, are likely to bring unfortunate results in their train. Opportunity is afforded for the presentation of numerous candidacies, the formation of partisan blocs in support of some favored son is sure to result, and most of all, time is given for objections (usually of a trivial character) to be raised against almost any person whose name is supposed to be under consideration for the office. That was what happened in the present case. No dearth of candidates existed, many names were suggested (some of them attract our wonder at the present time), but immediate objection was offered to most of them by sections of the constituency of the college. When such objection was not raised, the person in question declined to accept the office. Thus Dr. Francis Brown, 1870, a professor in the Union Theological Seminary, was offered the position. He was acceptable to nearly everyone, but he was not to be drawn from the scholarly pursuits

which he had selected as the work of his life. The undergraduates strongly supported Professor Arthur Sherburne Hardy, a recommendation which brought an immediate and emphatic protest (although it was not publicly made) from Ex-President Bartlett. The members of the faculty presented a memorial to the trustees in which, while naming no candidate, they stated it to be their opinion that the new president should be "a Christian gentleman and a liberal scholar." In particular, they felt that no one should be chosen whose reputation depended "entirely on activities outside educational lines." And they strongly advised that an abundance of time should be taken carefully to consider all aspects of the matter and that no choice should be made with undue haste. Amid this conflict of opinion the board was much at loss and in the winter of 1892-93 seemed no nearer a satisfactory decision than it had been nine months before.

The committee in charge of the appointment was especially disturbed at the uncertainty which prevailed. The college was already beginning to suffer from the absence of a continuing head, and obviously the damage would much increase with the lapse of time. It was evident that the inability of the board to find a candidate who would accept the office and who, at the same time, would command the support of the constituency of the institution would soon become a matter of public reproach. At the very end of the year 1892 one of the trustees approached Dr. Tucker with the suggestion that, under existing circumstances, he might be willing to reconsider his refusal. As chairman of the committee, perhaps more than any other member of the board Dr. Tucker had been concerned at the lack of success which thus far had been attained. He fully realized the harm which the delay was bringing to the college and he was in a position to estimate the slight prospect of success of further attempts to solve the problem. In the meantime the controversy at Andover had been finally settled in favor of the group with which he was associated, and no longer did it seem indispensable that he should retain his connection with the seminary. He began to ask himself if, after all, he had not taken the easier path in his former decision and if the college did not really stand in the greater need of his services. The challenge to a "strenuous course" rather than the "easier way" was

ever one which found in him a ready response. In the light of these considerations the call to Dartmouth became to him a compelling duty, and on February 3, 1893, he notified the board of his willingness to accept the position. At a meeting held on that day he was elected to the presidency, to assume office at the close of the session of the seminary in the following May.

The news of the election of Dr. Tucker was hailed by all associated with the college with general approval. It was felt that a most vexing problem had been solved in a peculiarly appropriate and satisfactory way. The new president came to Hanover with the support of the entire constituency of the college. His administration thus opened under the most favorable auspices.

William Jewett Tucker was born at Griswold, Connecticut, in 1839. When he was eight years of age his mother died, and he spent the greater part of his boyhood in the family of an uncle at Plymouth, New Hampshire. Preparing for college at Kimball Union Academy, he was graduated from Dartmouth in the class of 1861. True to the course followed by his three predecessors in the presidency, he entered the Andover Theological Seminary and received a degree from that institution in 1866. He was pastor of the Franklin Street Church at Manchester, New Hampshire, from 1867 to 1875 and of the Madison Square Presbyterian Church in New York from 1875 to 1880. In the latter year he was summoned back to Andover as Professor of Sacred Rhetoric. The course of the seminary during his term was marked by the stormy theological controversy mentioned above, not between members of the faculty, nor between them and the trustees, but between the school as a whole and a group in the Congregational church which seems to have been inspired by the American Board of Commissioners for Foreign Missions. Objections were raised by this faction to various utterances of the *Andover Review* (a journal edited by the faculty) as heretical in their tendencies and as contrary to the Andover Creed, but especial animosity was aroused by the refusal of the professors to subscribe to the doctrine that infants and those of heathen races, who have never enjoyed the opportunity of listening to Christian teaching, are necessarily condemned to eternal perdition. This lenient attitude toward such unregenerate individuals was sneer-

ingly called the "doctrine of a second probation." The missionary organizations regarded the matter with entire seriousness as one of life or death to them. They asserted that "universal perdition of the heathen is the real basis of missions" and that it was hardly to be expected that large expenditures for the conversion of such peoples could be secured if later they were to be given another opportunity for salvation. The charter of Andover provided a board of visitors, whose duty it was to watch over the orthodoxy of the seminary. In 1886, as a result of complaints entered by a group of clergymen in the denomination, five of the professors, including Dr. Tucker, were brought to trial before this board on the charge of heresy. The hearing was long and formal and the outcome ludicrous enough. One of the culprits (Professor Smyth) was found guilty by a vote of two to one, while the other four (against whom the evidence was practically the same) were acquitted by a vote of one to one (one of the visitors refusing to vote). Such a verdict could be regarded by no one as conclusive. An appeal was taken to the Supreme Court of Massachusetts, which, according to the Andover charter, was the body of final review. That court, in 1891, pronounced the trial before the visitors to have been faulty and the verdict was accordingly set aside. The entire process had to be started again from the beginning, but this time (in 1892) the visitors (with a changed personnel) acquitted Dr. Smyth and thus the controversy, after raging for eight years, came finally to an end. We find it difficult to imagine that such a question could have been seriously agitated so recently as forty years ago, or that it ever could have aroused such bitter antagonism. Curiously enough, however, Dr. Tucker seems not to have suffered personally from the controversy. The rigidly conservative leaders of Congregationalism, who had always guarded so sedulously the orthodoxy of the college, were as enthusiastic in his support as were those of the more liberal party. Even that very reactionary trustee, Henry Fairbanks, wrote to him in jocular fashion. "I would rather have a real heretic like you than a man of uncertain sympathies." Moreover, it should not be inferred that the new president, because he became entangled in this issue, had much taste for theological quarrels or denominational bickering. His religious interests lay along far different lines.

The inauguration took place at Commencement, on June 28, 1893. The address, entitled "The Historic College; Its Present Place in the Educational System," at once indicated that a new spirit was to animate the institution. Dr. Tucker recognized the fact that the educational system of the country was in a process of rapid change and that new developments were modifying the character of the historic institutions of former years. What was to be the fate of the college in this period of development? He expressed no pessimism concerning its future; on the contrary, he maintained that its progress was more satisfactory than was the general advance in the social, political and religious factors of national life. Nevertheless, he deemed it important to define clearly the place of the liberal college in the educational system which was to be evolved. As preliminary to that definition it seemed to him necessary to inquire exactly what the essential and permanent characteristic of the college really is. The answer, he thought, was in its homogeneity. That homogeneity, which had been preserved from the beginning, he attributed in part to the moral element actuating the institution. Its original impulse was religious and, while its form was changed, that impulse was still an animating force. He then proceeded to discuss the relation of religion to the institution from a point of view entirely foreign to that of the leaders of the college in the past:

Religion, however, must not be set to do the menial tasks of the college, it must not be made an instrument of discipline, it must not become, through any kind of indifference, the repository of obsolete opinions or obsolete customs, it must not fall below the intellectual level of the college, it must not be used to maintain any artificial relation between the college and its constituency. Religion justifies the tradition which gives it a place in the college as it enforces the spirit of reverence and humility, as it furnishes the rational element to faith, as it informs duty with the sufficient motive, and leads the sufficient inspiration to ideals of service and as it subdues and consecrates personal ambition to the interests of the common humanity. The college performs an office which, I take it, no man will question as it translates the original and constant religious impulse into terms of current thought and action, making it-

self a center of spiritual light, of generous activities, and, above all, of a noble and intellectual religious charity.

As a second reason for homogeneity he set up the limits of the college constituency. In his mind the college, as such, is a localized institution, restricted, not geographically, but by "the reach of its working idea." Its constituency, under that limitation, may well be an extended one and, in any case, is definite and assured. The most definite reason for homogeneity, however, he thought to be the "simplicity of the college function"; the fact that its one purpose is to teach. That must always be its central activity, although with the understanding that discovery stimulates teaching and that teaching necessitates discovery.

The essential characteristic of the college being thus established, the question arose as to the capacity of the institution to meet the widening educational demands of the age. He considered that the college and the new education were indispensable one to the other; the former depending upon the latter for subject matter and method, while the new education requires the service of the college for discipline. Turning to the practical aspects of the situation, he then discussed the necessity under which the college stood of welcoming new subject matter and new types of scholarship, of the utility and limitations of the elective principle, of the most serviceable relation between the college and the professional school, and of the desirability of avoiding a multiplicity of degrees. The remainder of the address was devoted to matters more intimately related to Dartmouth itself, with an outline of the plans which the trustees had formed for its immediate future.

With the exception of its founder, Dr. Tucker was the first president of Dartmouth who, upon his induction, did not find himself confronted by an acute financial crisis, and who was not at once forced to devote most of his energies to an intensive appeal for funds. It is true that the college was still relatively poor, that its endowment was small and that the utmost care was required in matters of finance. Nevertheless, the exertions of President Bartlett had established it upon a fairly sound basis; while its scope was necessarily limited, it could work with a reasonable degree of adequacy and

without acute financial embarrassment within its chosen field. It was, indeed, more prosperous than it had ever been before and it possessed the surety of added resources at a time not far away. If the institution was to be continued along traditional lines, its course, if prudently managed, seemed well assured. But it was not the nature of the new president to content himself with restricted ideals, nor to limit his leadership by the bounds imposed by the past. He was ever alert to discover new fields of service. With extraordinary prescience he read the signs of the times; with keen vision, at a time when few could forecast such a future for the American college, he saw an approaching opportunity and a new responsibility. In the advance of secondary education, in the rise of the public high school, he saw ever-increasing numbers of boys who would find themselves prepared for the work of the college. In the increasing aspirations of American parents for better things for their sons, he saw a widening in the demand for more advanced educational opportunities. In the rapidly expanding material prosperity of the country, he saw increased power in the hands of the public to provide means for that end. In the new subjects of study, new forms of discipline, introduced into the college course, he saw an appeal of the institution to a far wider class than ever had been the case before. If it rose to the opportunity, the "reach of the working idea" of the institution might be widely expanded and its constituency might be largely increased. A college which recognized the trend of the times while the movement was yet in its incipient stages and which prepared itself to meet the new demands and the new conditions as they arose would thereby place itself in a position of strategic advantage and would attain the maximum of prosperity in rendering the maximum of service. Dr. Tucker was convinced that the opportunity was at hand; he was determined that Dartmouth should be a leader in anticipating the coming trend.

Serious obstacles, however, stood in the way. For the most part, the college was confronting the twentieth century with material facilities characteristic of the eighteenth. The educational outlook, while not, in general, so archaic as that, was very completely conservative. The organization of the institution was highly inadequate.

All manner of duties were performed as extra tasks by persons whose main occupation was in other lines, and the work, often poorly done, was always an imposition on those called to do it. An institution thus equipped and manned could hardly rise to new responsibilities. It had always been supposed that these unfortunate handicaps were conditioned by the inadequacy of college means. Dr. Tucker was not convinced that the means at hand had been most effectively employed; still less did he believe that the actual earning capacity of the institution had ever been adequately recognized. The possibility of raising an institution largely of the eighteenth century to one of the twentieth depended primarily, in his mind, on more effective use of what was already at its disposal. Material, educational outlook, organization, all must be subject to radical change. The penetration of his vision and the wisdom of his measures may be judged, as we proceed, by the success which he attained.

Equally important was it that the institution should face its new responsibilities with a united front. At no time could graduates of the college justly be accused of lack of interest in its welfare. That interest, however, had been frequently nullified by lack of proper direction. Much of the effort put forth had been neutralized by the efforts of others exerted in opposite directions and the history of the college, hitherto, had been largely one of contention. Now the time seemed ripe for a more serviceable spirit and for a united effort. The alumni movement had just transferred to the graduates the control of the board of trustees. That control obviously involved the principle of responsibility, particularly in matters of finance. In the long agitation which had preceded the final settlement of this issue, both sides had stressed the promise of alumni support. The graduates, clamoring for representation, asserted that alumni contributions would pour in if that representation were granted; the party opposed to the policy finally yielded to the demand largely because of its hope that financial aid would result. As president, Dr. Tucker was more concerned with finance than anyone else could possibly be, but he looked at the alumni movement in quite a different way from that which previously had been

in vogue. To him, the one problem was the establishment of the unity of the college; the one necessity to bring to the graduates of the institution a conception of themselves as co-ordinate and necessary parts of its organism. If that could be brought about, if the alumni body could be knit into a coherent unit, if each graduate could be made cognizant of his own relation to the college, so that he should honestly come to feel that he was a vital part of its being, the matter of finance could be trusted to look after itself. To attain that end became Dr. Tucker's definite aim. While the process was slow, favorable results began to appear almost immediately and, in the long run, were highly satisfactory, although their full consequences were not realized until later years. It was not to the alumni alone that the process was applied. The undergraduates were taken into the confidence of the president, from time to time he explained to them the plans which had been formed for the development of the college, he made them feel that they, too, were a vital part of the movement. The same process was applied to the faculty, and, to a considerable extent, to the natural constituency of the college. By capitalizing the traditions of the institution, by carefully grounding what was new upon the foundations which were old, by bringing to each element of the college its own particular opportunity and its own especial responsibility, by constantly stressing the organic unity of the institution, he actually wrought upon it so that that unity was attained, and all branches of the college constituency stood whole-heartedly behind him in the support of the policies which he advanced.

Holding as he did that attendance in colleges in general was soon rapidly to increase, Dr. Tucker was frankly interested in the student enrollment of Dartmouth as a test of his theory. The result soon indicated that he had gauged the movement correctly and that his anticipations were to be completely justified. He regarded increased numbers with favor as evidence that the college was adopting the proper course to meet the conditions of the times. As a matter of fact, numbers came to the institution even beyond the expectations which he or anyone else could have formed. In 1892-93, the year before his accession, the combined enrollment of the

college and Chandler School was 315, with a freshman class of 78. The scientific school was merged with the academic department during the following year and therefore disappears from the statistical summary. Upon his advent to the college in the fall in 1893, he was greeted by a freshman class of 120, the largest which, up to that time, had ever been admitted to the college, but, with one exception, the smallest that was to enter during his entire term. In the following year the period of business depression reduced the entering class somewhat, but from that time on the curve of attendance showed a steady and rapid upward trend. By 1899-1900 the attendance in the undergraduate college had reached 627, while, in the following years, the increase was even more rapid so that by 1908-09, the last year of the administration, the enrollment had become 1136. By that time a normal freshman class of 350 could be counted upon each year, a larger number than were present in the entire academic institution before Dr. Tucker's time. The growth was entirely in the academic branch and was not shared by the associated schools as a whole. The total number enrolled in all parts of the institution in 1892-93 was 458, while in 1908-09 it had increased to 1233. This prosperity was not fostered by any slackening of the requirements for entrance (which, in fact, were made somewhat more difficult during the period), nor by any special drive for students, but entirely by the increased and more extended repute of the college.

The vision formed by the president upon his accession to office was thus justified. The fact that he formed it so early gave to the college an advantage over other institutions of its type in preparing itself to meet the inflow of students in subsequent times. The percentage of growth during these years was not surpassed by that of any of the eastern institutions of its own type, and it was far greater than that of most of them. The institution was thus placed in a strategic position to meet the great surge toward the colleges which followed the World War. Its growth had largely preceded that period, it had already an assured constituency of desirable size, and it was thus enabled to adopt measures suited to meet the crisis, with a minimum of strain. Not in all quarters, however, was the increase in student numbers welcomed with entire satisfaction. A portion

of the trustees were much disturbed at its implications. After straining every nerve to meet the conditions presented by an enrollment of unexpected size in a given year, they were confronted the next year with the same problem in an intensified form. In particular, this group was not convinced that the seeming prosperity of the college was based on its institutional appeal, but were inclined to regard it as due solely to the personal prestige of Dr. Tucker. When he departed, they felt that the tide would ebb, leaving them in a position which would be highly embarrassing. That feeling had reached such a point in the latter part of 1905 that the necessity of the adoption of a definite decision upon the matter of the size of the college became very apparent. Either a system of limitation of numbers should be adopted, or frank committal to a policy of expansion should be made, bringing with it the obligation to obtain the increase of material resources which that growth would require. Dr. Tucker submitted to the board a long report in which the future of the college was discussed. He set forth in detail the financial policy which had been followed, with a defense of its soundness, and pointed out how that policy might be continued and extended in future years. He attributed the increase in college enrollment, first, to the policy of utilizing the history of the institution as a part of its working capital; second, to the active and united interest of the alumni; and third, to the modernizing of the facilities and methods of the institution. He pointed out how by these methods the constituency of the college had been largely increased. Finally, he argued that the recent expansion could in no way be regarded as a thing so dependent on a personal influence that it would cease when the given leadership was over, but that it was primarily derived from the "principle of the college itself." He strongly recommended that the trustees should definitely accept the principle of reasonable growth and advancement, and should adapt their future measures to conform to that policy. Either the doubters were convinced by his arguments or were silenced by them, for in the following spring the board passed the following vote:

Voted, that in the judgment of the board the numerical growth of the college is in no sense inconsistent with the definite policy

of developing the college as a college, rather than with a view of its becoming a university. Voted, further, that it is the purpose of the board, both in its educational and financial policy, to provide, so far as possible, for the natural growth of the college.

It was no small problem, however, to finance the institution under these conditions, particularly in view of the fact that endowment by no means kept pace with student enrollment. Not only were a host of new facilities required, but to those already in existence extensive processes of modernization and improvement had to be applied. It was Dr. Tucker's theory that the normal sources of college supply are three in number; the earning power of the institution, the free tribute of those who, in the past, had profited by its advantages, and the good will of a large public constituency. He felt it highly desirable that financial expansion should take place in that precise order. Only when the college was using effectively the resources which it already had, was it in a strategic position to appeal for more. And so, in meeting the pressing needs of the day, it seemed to him essential that the institution should show confidence in its own prosperity, that it should be willing to invest in itself, and to devote a portion of its own funds to the provision of material facilities for which there was a crying need. By that policy it would satisfy that need, and would sustain no appreciable loss of revenue thereby. That was a principle new to Dartmouth; it was, in fact, not a common policy in educational institutions in general, and it was not considered in all quarters to be a valid method of college management. As time has gone on, it has fully justified itself.

The first step in the application of this policy was taken in the year of interregnum following Dr. Bartlett's resignation by the installation of a long-awaited water supply. In May, 1892, the trustees appointed a committee of three to confer upon this problem with similar committees of the village precinct and of the alumni. At that time opinion was divided between the choice of a gravity system, with a storage reservoir, and of one depending upon a stand-pipe, with the water pumped from the Connecticut River. After the election of Dr. Tucker the movement was much accelerated. It was clear to him that no college could perform its task effectively if

it was located in a community unprovided with an abundance of water, and he was insistent that a definite plan should be adopted at once and the work begun. The final conclusion of the committees being in favor of a gravity system, a natural basin was found northeast of the village, where, by building a dam 720 feet long, the water from a drainage shed of two square miles could be impounded in an artificial lake of 32 acres, affording storage for 115,000,000 gallons. The expense of the undertaking was \$65,000. To finance the project, a stock company was organized, the shares of which were held jointly by the college and the village precinct, the former subscribing \$25,000, the latter \$20,000, while the remainder of the cost was provided by the sale of bonds. The construction was carried on under the supervision of Professor Robert Fletcher and was completed in 1893. For the first time, water was now piped generally to the college buildings. While it was excellent for fire protection and usable, upon a pinch, for bathing purposes, it was at first unfit to drink. The top soil of the flooded area had not been removed and the decay of vegetation thereon resulted in a highly unpleasant sulphuretted liquid. In the course of time that condition disappeared and the water became entirely fit for all purposes. In 1903, as a precaution against possible contamination, the water company purchased the entire watershed of the reservoir at an expense of \$34,000, and since that time no one has lived in that area. Not only was the problem solved and the pressing need provided for, but the dividends of the water company returned to the college an income approximately equal to the average yield of its investments. The way was thus pointed out for similar projects along much wider lines.

During the period of rapid growth the most serious problem which the trustees had to face was that of student housing. At Dr. Tucker's accession, the dormitory accommodations were limited to Dartmouth, Thornton, Wentworth, Reed and Hallgarten Halls, which altogether, provided for about 200 students. For the most part these apartments were very primitive in their nature, and only in the two dormitories last named was any heating system available, save the individual stoves in the rooms. In addition, rooms in

private houses in the village housed about 250 men. As the college enrollment rapidly increased, these accommodations became entirely inadequate. Relief could hardly be expected from any marked increase in the number of rooms in the village. It was considered highly undesirable that control of the dormitory system should be vested in persons not subject to the authority of the college, and a system of private dormitories was therefore not considered to be satisfactory. Fraternity houses offered a measure of relief, but a considerable segregation of students, such as would be brought about by a large reliance upon such a system, was looked upon with disfavor. The only policy which seemed adapted to meet the demand was for the college to assume the responsibility itself and to invest its own resources in the accommodations which were a prerequisite of its growth. At first, that policy was followed with some hesitation, but in later years with more assurance. As a result, thirteen dormitories were provided during the period, two of them being dwelling houses which the college had acquired and which were used without much enlargement, two of them similar dwellings, greatly enlarged, and one a new wooden structure erected in haste to meet an unexpected emergency. The remainder were modern dormitories of brick. The list is found below:

<i>Year</i>	<i>Name</i>	<i>Capacity</i>	<i>Cost</i>
1894	Sanborn*	50	\$ 20,861
1896	Crosby*	45	27,953
1897	Richardson	50	49,013
1899	Hubbard*	20	11,923
1900	Fayerweather	85	44,060
1901	College	40	119,382
1901	Elm*	20	7,737
1905	Wheelér	98	83,135
1906	Hubbard, No. 2	48	19,804
1907	North Fayerweather	100	30,530
1907	South Fayerweather	100	35,686
1907	Massachusetts	88	80,000
1908	New Hampshire	107	80,000

* Remodeled dwelling houses.

Additional accommodations were thus provided for 751 students, at a capital expenditure of \$610,084. One of the buildings, College Hall, was also designed to serve as a college commons, and contained a large oak-paneled dining hall, seating 400 students, together with kitchens and other facilities for proper service. The lower floor of this building served as the headquarters of a general college club. In 1898 a central heating plant was installed at an expense which eventually amounted to \$77,000, and at the close of the period 39 buildings were being heated by it, at a great saving over previous costs. This investment was unusually satisfactory and profitable, as was also the college electric lighting plant which was set up in 1904, at an expense of \$34,000. Sewer systems costing \$8,800 were also provided. In 1901-02 the Wheelock Hotel, wretchedly built and badly planned, was entirely reconstructed. The management, under private lessees, had never been satisfactory, and now the college took over the enterprise itself, employing a salaried manager. The name was changed to the Hanover Inn. The amount required for reconstruction and refurnishing was \$58,000. Increase in undergraduate enrollment necessitated large increases in the faculty and the number of teachers soon outran available housing accommodations. In 1898 the college began the construction of faculty apartments to relieve this shortage, and by 1909 its investment in such buildings amounted to over \$40,000. In addition, a number of older dwelling houses, acquired by the institution in its policy of expansion, were available temporarily for faculty use. The capital invested by the college in its own reconstruction and development during this period amounted, in the aggregate, to \$901,000. It constituted approximately one-third of the entire income-producing funds of the institution. This type of investment, although it was at first the subject of much adverse criticism, has justified itself in the course of time, and has continued to the present day.

In addition to the requirement for the care and housing of students, the reconstruction of the college also demanded extensive increases in the educational plant, by the construction of recitation halls, laboratories and other buildings of a financially non-produc-

tive character. In meeting demands of this type, endowment could not, of course, be used, and in each case additional funds had to be obtained for the special purpose in question. Each of the buildings of this variety which was constructed during President Tucker's administration was financed by endowments obtained for that particular end. The first of them was the Butterfield Museum, erected in 1895 to house the departments of biology, geology and sociology. It was a structure of buff-colored brick, 145 by 55 feet, placed behind the dwelling houses north of the green, where it was planned to form one of the sides of a future quadrangle. The corner stone was laid with much ceremony at Commencement in 1895 and the building was ready for use in the following year. The cost, with equipment, was \$87,000. The structure, while serviceable and not without some architectural distinction, was unfortunately planned and unfortunately placed. Its color put it out of harmony with the other college edifices and its location eventually made it stand so much in the way of the most satisfactory development of the college plan that in 1927 it was demolished, while still in a serviceable condition, to make room for the Baker Library. In 1897 the departments of physics and astronomy were cared for by the construction of the Wilder Laboratory, at an expense of \$84,000. Fortunately a return was made to red brick as a building material and the structure, 107 by 56 feet, with a wing 34 by 55 feet, was located on the lower slope of Observatory Hill, just northeast of Rollins Chapel. In 1898 the old building of Moor's School, which had lately been acquired by the Chandler fund, was greatly enlarged by an extension in the rear, and thereby became an adequate, if somewhat unsightly, home for the departments of mathematics and graphics. In the newer part of the building was located a modern lecture room, one of the first which the institution possessed. The cost was about \$32,600. In 1902 a home for the newly-established Tuck School was erected on Main Street, to the west of the green, which, in addition to its use by the business school, housed for a time the departments of history, economics and political science. The cost was about \$125,000. The destruction of Dartmouth Hall by fire on the morning of February 18, 1904, removed the last of the edifices

which connected the modern college with the time of the Wheelocks. The material damage was not large, but the loss of the structure caused some embarrassment, as its rooms, although archaic and primitive, still cared for many of the classes of the institution. The alumni movement which resulted in its replacement will be described later in this chapter. As a result of that movement the building which now occupies the site, although its dimensions were slightly enlarged from those of the older structure, preserves the original proportions, and the superficial aspect of the older group is thus not much changed. It was built of red brick, painted white, and was ready for use in February, 1906. The interior bears no resemblance to the crudity of the older structure. It is a modern and convenient recitation hall, housing the departments of the languages, and containing, in the center, a large and singularly attractive lecture hall. The cost was \$101,700. Finally, in 1906, the college acquired an addition to its plant which had been sought strenuously, but in vain, by Presidents Smith and Bartlett, namely, a suitable auditorium. This structure also came as a result of alumni subscriptions and the process of obtaining them was somewhat protracted. The site selected was that north of the green, on the corner of College and Wentworth Streets, formerly occupied by the dwelling called the Rood house, and the corner stone was laid as one of the features of the Webster Centennial in 1901. In memory of the greatest of the graduates of the college, it was named Webster Hall. Progress in construction beyond the foundation was not resumed until 1906, when sufficient money became available to complete the structure. At first, it was the plan to house in the new building the administrative offices of the institution, but later that plan was abandoned and the hall was used simply as an auditorium, although, in subsequent years, the department of music has taken possession of the basement floor. The dimensions of the building are 132 by 88 feet, and the auditorium has a seating capacity of 1500. It was dedicated in October, 1907, and the first Commencement for over a hundred and fifteen years to occur elsewhere than in the College Church was held in this edifice upon the graduation of the class of 1908. The cost of the building was \$143,000. After

employing various expedients to stretch the dimensions of Rollins Chapel sufficiently to accommodate the growing college, a radical change was made in 1908 by moving the apse bodily forty feet to the east, thus enlarging the edifice so that the seating capacity was nearly doubled. The department which was least adequately cared for as a result of the policy of reconstruction was that of chemistry, but by the end of the period it had become the sole occupant of Culver Hall, and in 1905 \$5000 was spent to improve the facilities of that rather inadequate structure.

In previous years the educational plant of the college had not been carried as an asset on the treasurer's books. Now it was so classified and in 1909 its value was placed at \$1,068,000. About \$613,000 of this amount was the result of additions made during Dr. Tucker's time, while a portion of the remainder is to be attributed to improvements in already existing facilities made during the same period.

Many improvements of a minor character were likewise carried out. In 1893 the fence which had surrounded the green for so many years was removed and the aspect of the village materially changed thereby. The introduction of running water permitted the novelty of baths, introduced first into the gymnasium, and in 1894 extended to Sanborn Hall upon the construction of that dormitory. Those students who were so unfortunate as to room in the other halls were allowed to share the new facilities by the payment of 25 cents for each bath, and *The Dartmouth* breathed the fervent prayer, "May the time come when not one dormitory or two alone but all shall have bathrooms," a plea which was answered in the planning of each of the dormitories erected after that time. In 1896 comes the first mention of a golf club, with a tournament with the Woodstock Club in the fall of that year, while in 1899 the movement was made more definite by the formation of the Hanover Country Club and the installation of a course. In 1899 the artificial body of water now called Occom Pond was created, largely through the efforts of Professor Thomas W. D. Worthen. In 1898 the administrative offices were removed from Wilson Hall and installed in a home of their own, the dwelling house formerly occupied by President

Lord, north of the green. In 1903 a peal of three bells was placed in the tower of Rollins Chapel as the gift of Mr. William E. Barrett, 1880, in memory of Chalmers W. Stevens, 1877, while in 1905 the new Dartmouth Hall was provided with a 2500 pound bell, the gift of Mr. Joshua W. Pierce, 1905. A clock was also placed in the new structure by Dr. William T. Smith, son of President Smith. In 1908 the organ in Rollins Chapel was doubled in size by the donor of the original instrument, Mr. Harold C. Bullard, 1884. The village also shared in the improvement of the era. The first relief from mud in the history of the community was brought about by the paving of Main Street in 1901, while a little later two substantial business blocks were erected to replace the wooden structures on its western side. Particularly significant was the purchase in 1900, by a number of citizens headed by Professor James F. Colby, of 45 acres of land along the river bank, a tract covered by a splendid growth of pines which were about to be removed by lumbering operations. It was bought for \$4000 by the group, organized under the name of the Pine Park Association, and the forest was thus preserved for future generations.

The material expansion of the college called for careful planning and the placing of the buildings in accordance with a well-devised general scheme. Early in the period, the firm of Olmstead Brothers, landscape architects, was consulted. Their report, the work of Mr. Charles Eliot, strongly opposed the erection of buildings upon the land already owned by the college, and particularly the utilization of the College Park for that purpose. It seemed necessary, therefore, for the institution, even farther than had already been the case, to extend the process of reacquiring the land which had been given away more than a hundred years before. The square north of the green seemed the most adequate site for the new buildings, and a plan was drawn up for the construction on that site of a quadrangle, consisting of an auditorium, a museum and two recitation buildings, with the College Church preserved as part of the development. Although this plan aroused some division of opinion within the board of trustees, it was finally adopted and in 1895 Butterfield Museum was erected as the first unit of the group. It was thus

necessary for the college to acquire this square, and in 1894 the Lord house was purchased, while options were secured upon the Ripley-Olcott house (then occupied by Dr. Leeds). These houses both faced the green. The house on Main Street, north of the church, was likewise acquired. These purchases gave ample room for the projected buildings, although, as it turned out, the plan for the quadrangle was not subsequently followed. By the end of the period, six of the seven houses in this block had come into possession of the institution. It was also felt desirable that college ownership should extend to the real estate on the western side of Main Street, opposite the green. In addition to the Sanborn, Crosby and Noyes houses, already in its possession, the McMurphy (Webster Cottage), Quimby, Shurtleff, Proctor and Balch properties were secured during this period. The Currier lot, between the Hanover Inn and Bissell Hall, was also acquired. As a result of these transactions, the institution by 1909 had once more in its possession all the property surrounding the green, with the exception of the College Church and the building of the Dartmouth Savings Bank. With other purchases made in various parts of the village, the college in the years from 1893 to 1909 had acquired nineteen separate items of real estate, at an expense of over \$173,000.

The period of rapid growth seemed to necessitate a large inflow of additional funds. While that outcome would have been welcome, as a matter of actual fact the receipts for endowment, although appreciable, were not nearly so extensive as the necessities of the case would have seemed to demand. At the very beginning of the administration, two bequests, really belonging in Dr. Bartlett's time, but first becoming available at this date, somewhat relieved the financial stress. Both of them were from entirely unexpected sources. The first was a legacy from a wealthy leather merchant of New York, Mr. Daniel B. Fayerweather, who left his large estate to be divided among a number of educational institutions of which Dartmouth was one. Dartmouth was to receive \$100,000 outright, and to share, with the other colleges named, in the residual estate. The first payments were made in 1891, but, after that, the matter was involved in protracted litigation and it was not until 1907 that the

final payments were received. In all, the college obtained from the estate a total of \$223,000. The other bequest was from a graduate of the college, Dr. Ralph W. Butterfield, 1839, of Kansas City, who, in 1892, left the greater part of his estate to the institution for the endowment of a professorship of "palaeontology, archaeology, ethnology and other kindred subjects," with the provision that at least \$30,000 of the amount received should be expended in the construction of a museum to house a collection of which his own "cabinet" was to serve as a nucleus. About \$140,000 was obtained from this bequest, of which \$87,000 was used in the construction of the Butterfield Museum. In 1894 an appraisal of the Tappan Wentworth estate, left to the college nearly twenty years before to accumulate until it reached the sum of \$500,000, revealed the fact that its value at that time was \$501,432. Mortgages to the extent of \$10,000 were still outstanding, but by 1896 they had been paid, and the fund for the first time thus became available for actual use. It was still subject to the payment of certain annuities, and, invested as it was for the most part in small shops and other business real estate, the yield was not entirely satisfactory. By 1902 all the annuitants had died and the entire income was at the disposal of the college. The net yield in 1909 was \$16,951, about 3.4% of the appraised value of the property. In 1896 and 1897 Mr. Charles T. Wilder, of Olcott (subsequently Wilder), Vermont, gave to the college \$184,000, with the understanding that a portion of the money should be devoted to the construction of a physical laboratory. About \$84,000 of this gift was used in the erection of Wilder Hall. A portion of Mr. Wilder's gift was subject to annuity payments. In 1901 Mr. Frank W. Daniels, 1868, left to the institution about \$34,000, which was used in building an extension to Chandler Hall. In 1895 the college became residuary legatee of the estate of Mrs. William W. Brown, of Manchester, New Hampshire, widow of Dr. William W. Brown, D.M.C. 1835. The amount obtained was about \$25,000, which, according to the terms of the will, was to be allowed to accumulate until it reached \$40,000, when it was to be applied to the endowment of a chair of physiology. That goal was reached in 1908. In 1899 came the largest gift which, up to that

time, the institution had ever received. It was the donation of Mr. Edward Tuck, 1862, of Paris, who turned over to the college securities the face value of which was \$300,000, but which, in actual fact, were worth \$500,000, the income to be used for the "maintenance of the salaries of the president and faculty, including increases and new chairs, and for the upkeep of the college library." This was but the beginning of a series of gifts from Mr. Tuck, which has made him by far the greatest benefactor of the college. In 1901 he added \$125,000 to provide a building for the newly-organized Tuck School. In 1907 the institution was made residuary legatee of the estate of Mr. Thomas P. Salter of Portsmouth, New Hampshire, a bequest which eventually brought large returns, but from which little was realized during this period. In 1909 Dr. John Ordronaux, 1850, of New York, left the institution about \$28,500, the income to be used for the increase of the compensation of professors whose terms of service had reached forty years.

For the first time in the whole course of its history, the institution received during this period steady assistance from the state of New Hampshire. A part of it came from the income of the second land grant, made in the first decade of the nineteenth century. The timber contract with Mr. George Van Dyke, already referred to, brought in small sums annually, but, in the course of time, through sub-leases, through the acquirement of rights by purchase and other complicated transactions in which the interests of the college were generally not consulted, and through trespass and sometimes through downright theft, the college lost large sums by the unauthorized cutting of timber. In 1900 the institution entered a writ of trover against the International Paper Company, claiming damages in the sum of \$275,000 for wilful trespass. The litigation was complicated and somewhat protracted, but in 1904 a verdict was recorded in favor of the trustees, and the sum of \$49,102 was awarded as damages. Beginning with this time, the board began to take a greater interest in the care and reforestation of the tract, paving the way to the large yields of recent years.

More important, however, was the establishment of the policy of annual appropriations by the legislature for the benefit of the col-

lege, to be applied to its general running expenses. In 1893, as a result of the general discussion of the relation of the state to higher education in connection with the removal of the Agricultural College to Durham, Dartmouth was given a grant of \$7500 a year for two years, the first appropriation of the kind to be made by New Hampshire since 1805, although in 1883 a capital sum of \$10,000 had been awarded, the interest of which was to be used for scholarships for New Hampshire students. In 1895, at the next session, a similar appropriation was acted upon favorably by the legislature, but the bill was vetoed by Governor Busiel (along with a number of other measures) on the ground of the necessity for economy. In 1897 the policy was resumed, with an appropriation of \$5000 a year, increased to \$10,000 in 1899, to \$15,000 in 1901, and to \$20,000 in 1903, where it remained for the rest of the period. Altogether, \$195,000 was received from the state during the term of Dr. Tucker's leadership, all of it applicable to current expenses. The reasons for this change of attitude on the part of the legislative body were twofold. In the first place, the success of the president in conciliating opposition and in securing co-operation was as great among members of the legislature as it was elsewhere. The people of the state admired him; they were proud of him as a citizen of the commonwealth, and that pride extended to the growing college. His requests for aid for the institution were therefore received with more favor than ever had been given to such appeals in former years. Of importance also was the fact that prominent alumni of the college, some of them members of the board of trustees, at this time were particularly powerful in the counsels of the dominant political party of the state, and that influence they used in full measure. The animating reason for the grant, definitely formulated in the act of 1903, appeared as a preamble to the acts of each subsequent year, as follows:

Whereas in the education of New Hampshire students Dartmouth College is annually expending more than dollars above all amounts received from tuition, or grants from the state or its citizens, and whereas the policy of aiding the College in its edu-

cational work by annual appropriations has become definitely established in the State, be it enacted, etc.

Unquestionably the money was greatly needed. It was cheerfully awarded and thankfully received, but the validity of the theory at the basis of such grants was not entirely clear. It was obviously contrary to the principle established by the decision of the Supreme Court in the Dartmouth College Case so many years before. It is true that the governor, by charter provision, is an *ex-officio* member of the board, and that certain other state officers also act in that capacity when funds granted by the state are subjects of consideration, but, in essence, the institution is a private corporation, subject to no really effective measure of state control. It is a policy of doubtful expediency, both to the state and to the corporation, to award public funds to enterprises purely private in their nature. If the award is made with substantial unanimity, it is perhaps defensible, and in a large measure that unanimity was secured in Dr. Tucker's time. In such cases, however, opposition is sure to arise eventually, and sooner or later the institution finds itself enmeshed in the tangle of politics if it makes the attempt to retain a grasp upon state funds. Even in this period of good feeling, one governor, who had been elected to office in the face of a determined opposition on the part of a large portion of the college faculty, expressed with entire lack of reserve, was of the mind that that opposition might well be penalized by the cutting off of professorial income, so far as that could be brought about by the withdrawal of state grants. Largely through the tactics of one of his followers, who expressed the animus of the scheme in a way which was altogether too frank, the legislature was solidified against the chief magistrate and the appropriation was voted with such nearness to unanimity that he did not deem it advisable to interpose a veto. In the administration of Dr. Nichols, a college policy of considerable importance was abandoned largely because of its effect in antagonizing certain persons influential in state affairs, and the fear that the continuance of the policy would solidify opposition to the regular college grant. As time went on, it became evident that the financial advantage gained by the appropriation would, in time, be more than counterbalanced by the feel-

ing of restiveness in the state aroused by the repeated requests for funds and in 1921, of their own volition, the trustees ceased to ask the legislature for aid. No state grant has been made since that time.

A further source of supply during this period was the contributions of the alumni. As has already been said, Dr. Tucker's appeal to the graduates was not in the form of a bald request for financial support, nor was the raising of money his primary purpose in arousing among them a more vital interest in the welfare of the college. His first interest was the upbuilding of an institution of which they would be proud, an institution in the structure of which they would feel that they were a vital part. If that were accomplished, the question of support would, in the long run, take care of itself. Not that he was unconcerned about matters of finance, but those matters he placed in their proper relationship to the general advance of the institution. Accordingly, he devoted endless efforts to the task of bringing the college to the alumni and of bringing the alumni to the college. At his accession, ten local alumni associations were in existence, as well as one alumni club. During his term, eight associations and three clubs were added to the list. The meetings of these organizations he regarded as the great opportunity of the college. He was indefatigable in the exhausting work of attendance upon them, he brought to their members the same sense of vigor and inspiration which animated the college in Hanover, and he made each one feel that he was a vital part of an expanding enterprise. Not a year had elapsed after his accession to office before the term "The New Dartmouth" was upon the lips of all who cherished the college; a new institution in vigor and enterprise, but with its roots in the historic past, maintaining its storied traditions but unhampered by them in its freedom for meeting the demands of the times. As a result of these efforts, new life permeated the alumni body. In January, 1905, the president capitalized the influence of the class secretaries by summoning them to Hanover for a meeting in which the policies of the institution were explained and the relation of the alumni to their development thoroughly discussed. So fruitful was the outcome that this gathering became an annual event which has continued to the present day. An immediate consequence was the foundation of an alumni organ in the fall of 1905, at first called

The Dartmouth Bi-Monthly, but appearing since 1908 as a monthly under the name of *The Dartmouth Alumni Magazine*. It was edited by Ernest M. Hopkins, secretary of the college. Through these measures and through many others which cannot here be described, the alumni group became an organization of whole-souled solidarity; a solidarity so extreme as sometimes to be brought against the institution, by outside observers, in terms verging upon reproach.

Obviously one of the results of that solidarity was increased financial support, although that support was somewhat slow in developing. Dr. Tucker was content not to hurry, he was sufficiently wise and sufficiently patient to let the growth of the movement follow a natural course. In 1892 (before his accession) the general Alumni Association started a movement to redeem its pledge of support, made, by implication, during the struggle to obtain alumni representation upon the board of trustees. In confirmation of the prediction of cynical observers, it took the form of provision for better facilities for athletics. In an appeal sent by an alumni committee in May, 1892, to all the graduates of the institution, the sum of \$75,000 was asked for; \$15,000 to be spent for a new athletic field, \$28,000 for the renovation and modernization of Bissell Gymnasium (including the installation of a swimming pool), \$2,000 for gymnastic apparatus, and \$30,000 for a water supply. As a result of this appeal about \$17,000 was secured, an amount which obviously was not more than enough to care for the first of the objects which were supposed to be served. That need, however, could be met with some degree of adequacy. A portion of the land recently acquired from the Agricultural College was set aside by the trustees for athletic purposes, a running track and baseball and football fields were laid out, a grandstand built and the athletic sports of the institution for the first time were removed from the green where they had been held so long. It was also agreed that the future control of the athletic program should be vested in the alumni, a method of administration which will be discussed more in detail later in this chapter. The funds obtained were not sufficient to warrant any extensive change in the gymnasium, to say nothing of the installation of a water system.

The first alumni project to be initiated by Dr. Tucker was that which Presidents Smith and Bartlett had in vain attempted to bring about; the erection of an Alumni Memorial Hall to serve as a college auditorium. In 1894 he sent circulars to each of the graduates calling for \$50,000 for this purpose, and proposing subscriptions of \$10, \$25, \$50 and \$100 each year for three years to attain the desired end. The response, while it offered encouragement, was not entirely satisfactory. The alumni had not yet acquired the broad point of view which enabled them to assume responsibility for movements of large magnitude. Moreover, the time was one of acute business depression and unfavorable for raising money for any purpose, no matter what its virtues might be. The president did not press the matter unduly, but rather devoted himself to the process of arousing and solidifying alumni sentiment in a general way. By 1901 enough money was at hand to enable the foundations of the new building to be laid, but at that point the structure remained for a number of years. In February, 1904, however, came the event which accelerated the movement in a very definite manner; the burning of Dartmouth Hall. To every living alumnus of the college the old structure had served as the center of the institution. Around it were grouped the remembrances of generations of graduates, and to them it seemed as if the vital part of Dartmouth College was gone. Few of them realized how much it meant to them until it disappeared. With this sense of loss and with the feeling of unity among the graduates which had been aroused by the wise policy of the president, the time was ripe for action. It was an opportunity to test the real sentiment of the alumni group. All that was needed was organization and that organization was soon supplied. While the flames were still raging through the structure on the morning of February 18, Melvin O. Adams, 1871, a trustee, was securing Lorimer Hall in Tremont Temple, Boston, for a mass meeting, and was preparing circulars to be sent to the Boston alumni with the inspiring call: "This is not an invitation, it is a summons." Two days later the alumni convened. They listened to speeches from the president, from a number of the members of the board, and from prominent alumni. The trustees had already outlined a plan of reconstruction, embodied in the following vote:

Resolved, that immediate steps be taken to raise funds to reproduce in more permanent form Dartmouth Hall upon its present site, and to provide for those uses for which it stood in the working life of the college.

Resolved, that, in the judgment of the Trustees, the sum of two hundred and fifty thousand dollars will be required to carry out these plans, of which a formal statement with suitable details will soon be put before the Alumni.

Resolved, that a central committee be appointed by the president to co-operate with a sub-committee to be appointed by local associations of the Alumni, in raising the money required.

Resolved, that a copy of these resolutions be forwarded to the secretaries of each alumni association with a request that a meeting of each association be called as early as practicable to take action upon the matter, and report at once to the President of the College.

The plan called for the merging of the subscription already in progress for the Memorial Hall with a new and larger appeal, which should have as its purpose the erection of a new Dartmouth Hall, of an auditorium, and a dormitory. The last part of the proposal was eventually dropped, the dormitory being supplied by an investment of college funds, and the work was concentrated upon the first two projects. At once, an alumni committee was appointed to take charge of the subscription campaign. It was composed of Melvin O. Adams, 1871, of Boston, Charles F. Matthewson, 1882, of New York, (both trustees), Henry H. Hilton, 1890, of Chicago, and Ex-Governor Frank W. Rollins, hon. 1893, of Concord, New Hampshire. Local committees were appointed in various centers for direct appeals, but much of the work was done in Hanover, under the direction of the president. It soon became evident that the response was to be generous and, although hard labor was necessary as in all such cases, no serious difficulty was experienced in securing an adequate return. The appeal was extended, not only to the graduates, but to the faculty and the undergraduates. In a few months enough money was at hand to provide for the construction of the new Dartmouth Hall, and the corner stone of that building was laid in October, 1904. By June, 1906, the subscriptions had proceeded so far as

to enable the trustees to enter upon the construction of Webster Hall. The total amount obtained (including the memorial hall subscriptions in hand at the start of the campaign) was about \$240,000. The largest gift was one of \$50,000 from Mr. Stephen M. Crosby, 1849.

This movement really marked a milestone in college history. It was the first occasion upon which an appeal made solely to the graduates had met with an entirely adequate response. It marked a new spirit in the organization of the college, a spirit which was to bear rich fruit in future years. Two other movements among the alumni in this period were likewise to be of extreme importance, although the full fruit of these enterprises came in later periods. At the annual meeting of the Secretaries' Association in 1906, Mr. Henry H. Hilton, 1890, suggested an annual alumni subscription to make up for the decreasing rates of interest on the scholarship funds of the college, and the Alumni Association, at its meeting in June of that year, approved the project, which was modeled upon a plan already in vogue at Yale. A committee was appointed to carry it into execution. The yield of this fund for the first year was but \$4758, and for the second, \$6250, but a beginning had been made. In 1907 the name "Tucker Alumni Fund" was applied to the enterprise. As time went on, while the direction of the undertaking changed, the amounts received steadily increased, and in recent years the income thus made available has been the fundamental basis of adequate college finance. In 1908 a movement, first suggested by Dr. John W. Bowler, physical director, was initiated for the purpose of replacing the antiquated Bissell Gymnasium by an adequate building. The alumni subscriptions for this purpose were sufficient to allow the corner stone of the new building to be laid in 1909 as a part of the ceremonies held at the inauguration of President Nichols. The discussion of that enterprise, however, belongs to another administration.

The story of these gifts and subscriptions may lead to the idea that the actual wealth of the college had much increased during this period. In a relative sense that impression is very far from justified. Dr. Tucker's attention was centered more directly upon the effective utilization of what the college had and in establishing the

foundation for future prosperity, than in obtaining funds for his own time. In a final report, made to the alumni in 1909, while recognizing the function of solicitation as a proper part of the duties of a college president, he asserted that it was not one upon which his financial policy had been based, and he was willing to admit that the relative lack of such efforts on his part might be regarded as a weakness of his administration. He also stated that none of the larger gifts of the period had been obtained as a result of his personal solicitation; a statement which may have been true in a technical sense, but entirely misleading in a more general way. However, so far as actual endowment was concerned, the funds of the college by no means kept pace with its growth. In 1893 the productive endowment had been valued at \$1,054,162. During Dr. Tucker's term the Wentworth fund of \$500,000, received years before, was for the first time placed in the general endowment, and upon the second land grant, not previously carried as an asset, was placed a value of \$225,000. These additions, together with the gifts for endowment during the period (the more important of which have been mentioned above, but which also included many smaller gifts for scholarship and other purposes) brought the productive funds in 1909 to \$2,842,254. This increase seems considerable, but the effect is somewhat marred by calculating the endowment per student. In 1893 it was \$3263, while in 1909 it had dropped to \$2502. As has already been pointed out, the value of the educational plant had much increased. While comparisons cannot be made, because such property was not carried as an asset in the treasurers' reports of the preceding periods, it was valued in 1909 at \$1,069,000. Much over half of that value represented gains during the Tucker administration.

The business management of the institution during this period of rapid growth, particularly in view of the lack of corresponding increase in endowments, was a problem of no small magnitude. There was nothing in the previous training or interests of Dr. Tucker which could give reason for the belief that he would be especially skilled in the conduct of affairs. Immediately upon his assumption of the presidency, however, he showed powers of vision, adroitness in management, breadth of view, and sheer daring which made him

the unquestioned leader of a board of trustees, many of the members of which were men whose life work was that of business and who had been highly successful in such matters. He was not afraid of debt, if that debt seemed to serve a useful purpose. He accumulated deficits, in defiance of the fact that deficits were not required by a "prudent" management of the institution, because, in his mind, money spent in excess of college revenue at this particular time would result in abundant prosperity in the future. His policy was so bold that not all could perceive its wisdom, and men were not wanting who pronounced it over-venturesome. Time has vindicated the soundness of the conceptions upon which that policy was based. In his very first year he incurred a deficit of over \$10,000. In the following year it rose to nearly \$25,000 and in the next, to \$28,000. Some respite in this seemingly ominous condition of finance then occurred, although for the next five years a surplus never appeared, the annual losses ranging from \$2,000 to \$13,000. Then came another wave of large deficits, amounting to \$22,000 in 1901-02, to \$28,000 in the following year, and to \$12,000 in the next. In the twelve years from 1893-94 to 1904-05 the total of accumulated deficits was \$169,108, an average of about \$14,000 for each year. Beginning with 1898-1899, the adverse balance no longer appeared on the treasurer's books under the name of deficit, but as charges to the "reconstruction account," a terminology which was justifiable, but which did not alter the essential nature of the situation. In 1905-06 the aspect of affairs abruptly changed. In that year a surplus of \$23,000 was reported, and that favorable condition prevailed through the three following years of the term. The aggregate of these surpluses for the four years was \$47,319, an average of about \$11,800 for each year.

Of course, this policy could not have been followed without some means to prevent the annual deficits from becoming an overwhelming load upon college resources. The answer to the problem thus presented was the Fayerweather fund. Perhaps no donation in the history of the college has played a more serviceable part at a critical period than did this unrestricted gift. Immediately upon receipt of the first (and largest) installment in 1892, the trustees voted to apply whatever part of it might be required (\$66,500) to the pay-

ment of the existing college debt. It will be remembered that this debt was not an external liability, but was charged on the books to the funds of the institution, and the effect of the vote was merely to raise the real values of these funds to their values on the books. From that time on the returns from the bequest came in slowly, but with sufficient rapidity to extinguish the liabilities of the college as they occurred from year to year. The total amount received was just about sufficient to discharge the various adverse balances and to leave the college, at the end, free from debt. The fund, which might otherwise have been saved for endowment, was thus extinguished, but, by the use of it, the earning power of the college was increased far beyond any amount which could have been realized as income from the fund itself.

It was to this increased earning power that Dr. Tucker looked for the justification of his financial policy. His expectations were amply fulfilled. In the years immediately preceding his accession, the institution never received from students as much as \$20,000 a year. In the last four years of his administration, the average return from that source was about \$120,000. This change was not brought about by a marked increase of fees. Such advances as were made were moderate in amount. In 1893 the charge had been \$90 for tuition, with \$6 added as a library tax. In 1895 the total was increased to \$106, in 1901 to \$110 and in 1903 to \$125. Most of the increase in income from students thus came from the increase of student numbers. The financial affairs of the college accordingly assumed a new aspect. Looked at from the point of view merely of magnitude, the situation had entirely changed. In the year before Dr. Tucker's accession, the expenses and income were each about \$55,000. In the last year of his administration they amounted to \$278,000. That result was accomplished primarily by the utilization of resources which were at hand, and by that process a college was built which could confidently rely on a much larger measure of public support in the future than it had ever enjoyed before. The prosperity of recent years is primarily due to the policy adopted by Dr. Tucker at a time when few had the vision to anticipate the future as clearly as he did himself.

While the president was the formulator of the policies which have been outlined above, the final responsibility rested with the trustees, and success in the new measures was dependent upon the whole-hearted support of the board. That support, in the last analysis, he received, but, as has already been intimated, not all the trustees were entirely confident that the risks which were being assumed were warranted by the prospects of success. It was not strange that men of a conservative point of view should be somewhat appalled by the seemingly hazardous financial policy which was being followed, nor that they should express their doubts in emphatic terms. Each new move encountered opposition, and was approved only after extensive consideration and debate. Space does not permit the mention of all the members of the board during this period, but no story of the college is complete without reference to Frank S. Streeter, 1874, of Concord, New Hampshire, who served as trustee from 1892 to his death in 1922. Mr. Streeter was a leading lawyer of the state and was also prominent in political affairs, but he was never reluctant to take from the manifold duties which engrossed his attention whatever time might be needed for the consideration of the affairs of the college. Under a somewhat forbidding exterior he concealed a depth of sentiment which was unsuspected by many of those who encountered him in the work of the day, and the college was a leading object upon which that sentiment was lavished. He shared the vision which so inspired Dr. Tucker and was a steady supporter of the policies which the president advanced. Almost equally prominent in the board, and equally firm in their adherence to the radical movements of the president, were Benjamin A. Kimball, 1854, also of Concord, largely interested in railroad affairs, a trustee from 1895 to 1920, and Charles F. Matthewson, 1882, a lawyer of New York, who served from 1894 to 1915. Of more conservative tendencies were William M. Chase, trustee from 1890 to 1917, long Justice of the Supreme Court of New Hampshire, and Henry Fairbanks, 1853, who in 1905 ended a service of thirty-five years on the board. It is not to be inferred that embittered dissension marred the deliberations of the ruling body, nor that the period was one of contention among its members. To the outer world the trustees showed a united front in support of the president,

nor were those who, at times, were doubtful of the practicability of his policies eventually less firm in his support or less proud of his repute as an educational leader than were those of more radical views. It was merely that projects novel in their nature were subjected to rigid scrutiny and were sometimes adopted with misgivings on the part of a portion of the board.

The transfer of the control of the college to the alumni brought in its train certain results which were expected, while others, which had been anticipated by opponents of the measure, failed to manifest themselves. The trustees elected under the new system turned out, in the main, to be quite as efficient as those selected by the method formerly in vogue and quite as devoted to the college. So valuable did the services of some of them prove to be that the beginning was made of a process which has since been frequently followed; that of selecting as permanent members those who have served an apprenticeship as alumni trustees. In 1893 the legislature of New Hampshire passed an act reducing the number of trustees required to be residents of the state from eight to seven, a policy which was regarded with suspicion by those of the trustees who looked upon all charter changes with disfavor, but which was finally accepted by the board without serious demur. One result of the alumni method of election was the marked reduction of clerical representatives. Of the twenty-two men who had seats on the board at various times during this period, but five were clergymen, and after 1906 but one of the trustees was a minister. Not entirely as a consequence of this change, but very largely through the general modification of the spirit of the times, came the complete disappearance of interference in the management of the college by the conservative wing of Congregationalism. One who has followed the story of the institution, as recorded in the previous chapters, can well appreciate the radical difference in the outlook of the college which resulted from the removal of oversight of this type. On the other hand, this board, composed largely of men of affairs and of the law, was quite as set upon the maximum development of the institution along intellectual lines as were those, supposedly of a background more scholarly in character, who had preceded them. Danger of theological interference thus disappeared, but it was re-

placed by the possibility of dictation, equally unfortunate, in matters of economics and politics. The trustees, in general, while they may have been radical in dealing with college finance, for the most part were ultra-conservative in their outlook upon business and the relations of government thereto. It was a period of radical political and social movements, and a portion of the faculty were not disinclined, either in their capacity as citizens or in the conduct of their courses, to regard with favor current progressive ideas. The opportunity for a critical situation was thus at hand. Some of the trustees were inclined to regard these faculty activities as extremely questionable in their nature, and the points of view of the professors as unbalanced, but, to their credit be it said that they confined their objections to grumbling in private to the president; complaints which he probably received with a tolerant smile. So far as can be learned, criticisms of this kind were never brought to the attention of members of the faculty nor was any pressure brought to bear upon them to limit their activity or freedom of teaching along political or economic lines. On the other hand, the teachers, for the most part, carried on the discussion of such disputed topics by methods suitable to the scholar, and refrained from using their professorial chairs for purposes of one-sided propaganda. As a result, no serious incident occurred; an outcome to be attributed to the good sense both of the faculty and of the trustees, and to the wise guidance of the president.

Radical changes in the administrative facilities of the college were made immediately upon the accession of Dr. Tucker. Duties which had previously been "handed around" to such members of the faculty as could be prevailed upon to undertake them, were placed in the hands of one person and assigned to him as his main task. In 1893 Professor John K. Lord was asked to assume the duties of acting president in the absence of the president, and to conduct chapel services and attend to matters of executive routine when the head of the college was away from Hanover. In the same year the office of dean was established, the incumbent of which was entrusted with the tasks formerly carried on by the clerk of the faculty, as well as some of the routine duties of the president. Professor Charles F. Emerson was appointed to this position. At first, the de-

mands of the office were not so arduous as to occupy his entire time, but in 1898 they had so increased that he was relieved of all teaching duties. In 1902 the office of acting registrar was created, to which Howard M. Tibbetts, 1900, was appointed, to become registrar in 1908. In 1893 the onerous task of inspector of buildings, so long imposed upon various members of the faculty as an unwelcome addition to their teaching duties, was intrusted to Alexander A. McKenzie, 1891, who gave his full time to this work. The title was changed to Superintendent of Buildings in 1898. Mr. McKenzie retained the office until the failure of his health in 1904, when he was succeeded by Edgar H. Hunter, 1901. Ernest M. Hopkins, 1901, became private secretary to Dr. Tucker immediately upon his graduation, to be raised to the newly created office of secretary of the college in 1905. These changes had the effect, not only of relieving existing officers of duties not really theirs, but of insuring that the work would be done with a greater degree of competency.

In surveying the course of study of the college upon his accession, Dr. Tucker at once perceived that its most pronounced weakness was in the relative paucity of instruction in the social sciences, subjects which, at that time, were coming into much greater prominence than ever before. Even before his actual arrival in Hanover, the trustees, under his guidance, established a chair of history, the first of that title to exist in the college since the days when John Wheelock had held that professorship, although instruction in that branch had at all times been furnished to some extent by members of other departments. Herbert D. Foster, 1885, was appointed to the new chair, and, after a year of foreign study, took up his duties in 1894-95. At the same meeting David Collin Wells, Yale 1880, was appointed Professor of Social Science, a title which he exchanged in 1898 for that of Professor of Sociology. A gap also existed in the field of the natural sciences, which was filled in 1893 by the appointment of William Patten, Harvard, 1883, as Professor of Biology. The funds left many years before for the Willard Professorship had now accumulated to such an extent that they could be used. After an absence of nearly thirty years, James W. Patterson, 1848, returned to the faculty as Willard Professor of Oratory and Rhetoric in 1893. He died, however, shortly after his appointment,

and was succeeded in 1894 by Fred P. Emery, 1887. The completion of Dr. Tucker's plans for adequate instruction in the social sciences was attained in 1898 with the establishment of the chair of economics, a position which was filled by the appointment of Frank H. Dixon, Michigan 1892. Other professorial appointments during this period were, for the most part, replacements or additions to the staff of departments already existing, although in 1901 an extension to a new field was brought about by the appointment of a musical director.

As a result of the large extension of subject matter for which room in the curriculum must be provided, but even more through Dr. Tucker's hospitality toward the elective system when used in a reasonable way, progressive change took place in the course of study in the direction of greater freedom of choice. In the first year of his administration (1893-94) all the work (570 recitation hours) of the freshman year was required: the sophomores had 432 hours of required work and 144 of electives; the juniors, 338 required and 288 elective; the seniors, 222 required and 318 elective. For his entire course, therefore, the student was subjected to 1552 recitation hours of prescribed work (scattered through 14 departments) while he might use some measure of choice in the remaining 690 hours. A similar statement in 1901-02 is in terms of semester-hours rather than recitation hours, but the relative proportions of required and elective work may be compared with those given above. The entire 32 hours of the freshman year were required; in the sophomore year 18 were required, and 12 elective; in the junior year 11 were required, and 21 were elective; while in the senior year all the work was elective. The amount of required work had thus been decreased in eight years from 69% to 47%. With this increase in freedom of choice came certain evils inherent in an unrestricted elective system, particularly the tendency on the part of the students to scatter their efforts among a large number of elementary courses and to avoid serious work of an advanced grade. In 1902 the faculty undertook an entire revision of the curriculum. As a starting point, it adopted a policy somewhat revolutionary in a group hitherto so classically minded; nothing less than the abandonment of Greek as an absolute requirement for the degree of Bache-

lor of Arts. As a result of that change, the Latin-Scientific course, which had been set up by President Bartlett more than twenty years before, no longer had any reason for existence and was abandoned, thus concentrating the work of the institution upon the classical and scientific courses (the latter the successor of the course of the Chandler School). According to the new schedule of studies, the work of freshman year was practically all prescribed for the classical students, 18 of the 32 hours being in linguistic branches, while those taking the scientific course were given in six semester hours an option between four natural sciences. After freshman year all studies were elective, with the further prescription, however, that each student must secure a major, consisting of eighteen semester hours made up of two elementary, two intermediate, and two advanced courses in some department of a selected group, and a minor, of twelve hours (two elementary and two intermediate courses) in a department of each of the other two groups. The three groups in question were language and literature, the natural sciences and the social sciences. Such was the curriculum as originally devised, but in the following year, as a result of the feeling that neither in preparation nor in the college requirements were the demands made upon scientific students equivalent to the linguistic studies obligatory to classical students, the further condition was imposed that candidates for the degree of Bachelor of Science must have completed, before graduation, two year courses in one of the departments of mathematics, physics, chemistry and biology and a one year course in each of the remaining three. Such a curriculum, despite certain obvious weaknesses, was a marked advance over anything which had preceded it, and it lasted for many years.

Consideration of the requirements for admission occupied much of the attention of the faculty during this period. It was the general feeling that the course of study prerequisite to entrance in the classical course was adequate, but not so much certainty was felt concerning that required for the Latin-Scientific course, while the preparation of students entering the Chandler course (taken over by the college to replace the work of the Chandler School) was looked upon with even more suspicion. As time went on, the latter requirements were progressively increased, largely by more exten-

sive prescriptions for preparatory courses in the modern languages, in mathematics and in the natural sciences. At this time the majority of the faculty still felt that no training could quite replace that of the languages, particularly of the classics. Opposition to the system of admission by certificate also became manifest, although never held by a majority of the faculty. In 1893 a motion to require entrance examinations of all candidates for admission was defeated, but the question was again raised in 1902. Upon consideration of it, the committee on admissions was equally divided, and each party of that committee submitted an exhaustive report in which all aspects of the question were thoroughly weighed. The general faculty, after long consideration of these reports and much debate, finally voted by a large majority that it was inexpedient to make a change to an examination system required of all. Certification was put upon a more satisfactory basis in 1902 by the organization of the New England College Certificate Board, in which eight New England colleges, including Dartmouth, combined to administer their certification systems in common. Another step toward uniformity was taken in 1907 when the college became a member of the College Entrance Examination Board. After 1909 the entrance examinations of that board were substituted for those formerly given by the college.

Progress was also made in the system of awarding advanced degrees. In 1893 the policy of giving the master's degree "in course," that is, to any graduate of three years' standing who applied for it, was abandoned, and two years of study (three if not in residence), together with the passing of a suitable examination, were prescribed for the attainment of this distinction. In 1901 a single year of resident study was substituted for the two years previously required, and in 1908 the award of the degree to candidates all of whose work was done *in absentia* was discontinued. In 1895 conditions were established for the award of the degree of Doctor of Philosophy, but only three departments considered themselves prepared to meet these standards. Very few of the degrees were awarded, and the college was saved from the danger of setting up a full-fledged graduate school in a place not geographically adapted to that type of work and with inadequate financial support. It was

in connection with graduate work that the institution made its first venture into co-education. In 1894, in response to a question from the faculty, the legal committee of the trustees reported that the proper interpretation of the words "English youths and others" in the charter was "youths of all nations and both sexes, and stating it as a question of power merely it is our opinion that the corporation has power to confer degrees upon females and to admit them to the advantages of the college." As a result of this interpretation, Miss Katherine M. Quint was enrolled as a graduate student and received the degree of Master of Arts in 1896, the first woman ever to obtain the honors of the college. The movement did not extend very far, however, for since that time but five women have attained a similar distinction. At no time was there a demand for the extension to women of the privileges of the undergraduate college.

Various minor changes were made in scholastic administration. In 1893 the long-standing but farcical system of oral examinations, conducted by an external board, was abandoned, while in 1896 the conduct of the written examinations was more definitely regulated and the stipulation established that a single proctor should not care for more than thirty students. A marked change was made in 1906 by the faculty ruling that no student should be allowed to take more than one examination in any course, thus doing away with the practice of repeated attempts at a given examination, and much improving the apparent scholastic level of the college. In 1898 a semester system replaced the former division of the year into terms, with the consequence of two examination periods instead of three during the year. In 1902 it was voted that a single mark should be reported by instructors for each of the men in their courses, instead of the former practice of course and examination marks to be averaged in the dean's office. In 1908 the custom was instituted of reporting grades two or three times during each semester, so that the progress of the undergraduates might be watched with more care. In 1906 the attempt was made to neutralize the evils of departmentalization by organizing the faculty into divisions, an attempt which had no fruitful results. In 1896 attendance at the time-honored prescribed rhetorical exercises of the senior class, held

since the early days on each Wednesday afternoon, was made optional, and in the following year the exercise was given up entirely, partly because the class had become so large that the roll could not be completed in a single year. Optional courses in public speaking, under the auspices of the department of English, replaced this compulsory oratory. In 1898 the system of Rufus Choate Scholars was instituted; an honorary title, involving no pecuniary aid, which was held by those students whose general average for the preceding year was 92% or above. Commencement likewise was subject to numerous changes. In 1893 the graduating exercises were moved forward to Wednesday from their previous position on Thursday, and the number of speakers was reduced to eight, including the two men ranking first and second in the class, and six others chosen from among those who, during their entire course, had attained an average of 85%. In 1898 the number of speakers was further reduced to six and in 1902 the experiment was tried of limiting the speaking to six ranking scholars of the class, without regard to their oratorical skill, an experiment that was not an entire success and did not continue long. In 1906 the age-old valedictory and salutatory addresses were dropped from the program. After long agitation and in the face of some opposition, the faculty finally determined to dignify the occasion by wearing academic costume and made their initial appearance in this finery at the first commencement held in Webster Hall, in 1908.

The large increase in the undergraduate enrollment obviously required corresponding increases in the teaching force. In view of inadequacy of endowment, that increase was not easy to provide, and it was not in full measure attained, though very nearly so. In the last years of the preceding administration the number of instructors in the college and Chandler School had been 24, while in 1908-09 it was 71. The number of students per teacher in the first of these years was 13.6, in the second it was 16. In the institution as a whole the teaching staff increased from 49 to 98, the associated schools not maintaining the same rate of growth as did the college itself. The necessity for rapid expansion, coupled with the theory of the president concerning a broad basis of training among candidates

for faculty positions, caused a marked change in the source of the teaching body. In the earliest days it had been the custom of the institution very largely to rely upon its own graduates for its instructors and in its subsequent history that policy had been generally followed. Dr. Tucker was glad to welcome to the staff a larger proportion of recruits from other institutions. Of the 120 appointments made during his term, 72 were graduates of other colleges. For the most part, such of these men as were retained permanently were not to be distinguished from those native to Dartmouth in loyalty to the college or devotion to her interests. The inflow of material from outside was thus highly desirable and salutary. Nevertheless, at the end of the period, it was the feeling of the president that the process had, perhaps, gone rather too far. While inbreeding had been avoided, it was felt that the faculty rolls did not contain a reasonable proportion of men who were graduates of the college itself, and that recruits trained by the institution were not sufficiently abundant. To relieve this condition, Dr. Tucker recommended the establishment of fellowships to provide for further study by promising graduates, and he succeeded in establishing two of these endowments during his own time.

On the whole, the quality of the men added as permanent members of the faculty during this period was remarkably high. While the success of the president in filling important faculty positions was not absolutely perfect, it was far better than generally results from efforts of this kind. It was commonly recognized that most of the less efficient members of the faculty (except those on temporary appointment) dated from previous administrations, although some of the most successful of the teachers were likewise to be credited to those periods. Moreover, as a result of the necessity of rapid increase, the faculty, as a whole, was remarkably young, and was consequently inspired by the enthusiasm of youth. From the point of view of efficiency, the teaching group which Dr. Tucker was able to assemble was far above the average, both in regard to instruction in the classroom and to research.

That this efficiency should have been attained is somewhat noteworthy in view of the economic conditions which prevailed. The inadequacy of endowment becomes most strikingly evident upon

considering the salary scale. It was considerably lower than that prevailing in other institutions of the grade of Dartmouth and was admitted by everyone to be inadequate. In 1893 a definite schedule was adopted. Instructors, appointed for three years, were given salaries of \$1200, \$1300, and \$1400, while reappointment involved another three-year term at \$1500 for each year. Assistant professors, appointed for five years, received \$1500, \$1600, and \$1700 for the last three years of the term, while the second term of five years carried a salary of \$1800 for each year. Full professors, appointed for an unlimited term, were retained on the old salary basis of \$2200, "until funds warrant an increase." In 1896 the matter was restated without much change in rates except that the compensation of the instructor on his second term was reduced from \$1500 to \$1400. The salary of the full professor was "intended to be" \$2500 but "funds did not avail" and it was accordingly kept at the former figure. At this time the president, disturbed at his inability to raise the salary of professors to a point which he considered adequate, reduced his own salary (against the strenuous protest of the other members of the board), although, with a reserve characteristic of him, he adopted the measure to satisfy his own conscience and no member of the faculty knew of his action. At this time, also, the salary of the dean was increased from its previous figure, \$2600, to \$2800. In 1900, as a result of added income coming from the Tuck endowment, the salaries of full professors were increased to \$2400. At the same time the policy was adopted that there should be but one full professor in a department, "who should be selected with a view to his competence to serve as head of the department." To provide for teachers who were thus debarred from full professorships on account of men senior to them in their departments, but whom it was desirable to retain, the grade of associate professor was instituted, with an unlimited term of service and with a salary of \$2000. Neither of these measures proved to be practicable and the grade of associate professor was soon abandoned. In 1907 the final readjustment was made. The grade of assistant instructor was established, with salaries ranging from \$600 to \$1000, instructors on their first three-year term received \$1200 a year, and on their second \$1400; assistant professors on successive five-year terms received

\$1600, \$1800, and \$2000 a year, while full professors, starting at \$2400 were to receive an increase of \$200 after each five years of service until they reached a maximum of \$3000. At this time the pay of all full professors who had been in office at least five years was increased to \$2600.

It is somewhat remarkable that little open protest was directed at the meager salary scale as a whole, and that the institution was reasonably successful in retaining those of its teachers whom it wished to retain. Whatever dissatisfaction occurred was due to individual objections having to do with relative salaries and alleged inequality in promotions, a condition which is always to be met in college faculties, however skillfully the administrative affairs of an institution may be managed. In general, however, Dr. Tucker was successful in preserving in the instructing staff a harmonious and co-operative frame of mind, although, perhaps, absolute content did not always reign. He did this in face of the necessity under which he labored of driving bargains that were somewhat exacting, and he showed marked skill in the handling of such negotiations. In these matters his tact was such, and the high regard and admiration in which he was held both by the faculty and by the other branches of the college, were so great, that bargains which might otherwise have been a cause of some grumbling were usually accepted in a cheerful spirit. He was never knowingly unfair, but the narrowness of college means did not permit him to be generous. Only at the end of the administration, in 1908, did dissatisfaction of any moment arise. At that time some friction resulted from the appointment of an assistant professor from outside, without consultation with the department concerned, over the head of an efficient and popular instructor already on the ground. The motives for this appointment were somewhat mixed and not all were susceptible of direct statement, but, in the main, the intent was to introduce a Dartmouth graduate into a division of the faculty in which alumni of the college were almost lacking. These motives were reasonable, but it seems evident that in the management of the affair the president did not employ his usual measure of tact. As a result of the appointment, a protest was sent to the trustees by the department concerned, while a petition was circulated among the

faculty at large asking the board for a definition, in as clear terms as possible, of its policy of making appointments and promotions, and especially as to the functions of departments in the recommendation of new members of the staff. Each member of the faculty was given the opportunity to sign this petition, and twenty-four out of seventy did so. To the latter memorial the trustees returned a detailed reply. They stated that by the provisions of the charter the responsibility for appointments rested with them and could not be delegated to the faculty, but that any member of the teaching body who remained with the institution was assured, by the prevailing system, of consistent advancement, although the trustees did not thereby divest themselves of their right to introduce from without additional members of the faculty of any grade or to make promotions out of the regular course. They asserted that scholastic attainment was indispensable to appointment, but, that being assured, a number of other factors would, of necessity, be regarded as of weight. It was their general policy to consult the heads of departments when new appointments were to be made, and such recommendations would be given great, although not controlling, weight; but it was not their policy to consult the head of the department concerning matters of promotion, as that policy would seriously embarrass and hamper that individual himself. To the special protest of the department a shorter answer was returned, which rather sharply repelled the allegation of improper motives on the part of the board and which embodied a definite refusal to modify the action already taken. The controversy was not prolonged beyond this point. It is worthy of citation as being the only instance in which any considerable amount of friction arose in the faculty during Dr. Tucker's administration.

The period marks the development of a more efficient system for the organization of faculty business. During the previous history of the college the teaching body had insisted on acting as a whole in the consideration of all matters, even those of the most trivial character, over which the group had authority. Endless time was required for faculty meetings, in which debate concerning matters of minor detail stood in the way of the consideration of business of real importance. The small size of the teaching group had made

this course of action possible up to this time. Committees had existed, but they were not of large significance. With the accession of the new president a more definite use began to be made of the services of these subordinate organizations. In 1893 the following list of regular standing committees was set up: Catalogue, Library, Equipment, Athletics, Scholarships, Rules, Buildings and Grounds, Commencement, Instruction, Degrees, and Discipline. As time went on, some of these groups were found to be superfluous and they were abandoned, while the necessity for others became evident and they were added to the list. The most marked change came in the assumption of numerous duties by the Committee on Discipline. At its institution, in 1893, its powers were limited to the consideration of those cases which the faculty saw fit to refer to it. In 1897 its name was changed to the Committee on Administration, its personnel was definitely fixed as the president, acting president, dean, and the four class officers, and its duties were defined as

an executive committee for the consideration of cases which may arise between the meetings of the faculty demanding immediate attention, for the consideration of minor petitions relating to examinations, changes of electives, etc. and, in general, for the consideration of such details of business as fall within the lines of policy already established by the faculty.

By this time the faculty had already become too large for the efficient consideration of the cases of scholastic deficiencies on the part of the students, and these disciplinary details were settled for a time by "class faculties"; groups composed of those members of the teaching staff who were in charge of the instruction of a particular class. In 1904 this form of organization also became too cumbersome and it was decided that scholastic penalties should be passed upon by the Committee on Administration, and then referred to the faculty. In 1906 that committee was empowered to act with finality in all cases concerning discipline, whatever their character might be. Thus passed out of the hands of the general faculty the authority which it had cherished so long, although it has ever since been the custom to read in each faculty meeting the records of action taken by the administration committee since the previous meeting. With

the extension of the policy of delegating definite responsibility to other committees, the attention of the faculty, in its general meetings, was diverted from trivialities and centered upon larger issues, with a resulting increase in its efficiency. That brought a considerable saving of time to the individual teacher, although involving something of a penalty for those members of the teaching group who were regarded as "good committee men."

Of marked advantage to the teachers was the establishment of a definite system of sabbatical leaves of absence. As first formulated in 1898, the system allowed absence during one year in seven at half-pay, and its application was limited to full professors and assistant professors on their second term. In 1905 it was extended to instructors on their third term and to assistant professors who had served two terms as instructor, while in 1909 it was further liberalized by giving the professor a choice of a full year at half-pay or a half-year at full pay. In 1909, also, the trustees adopted the policy of appropriating each year a certain amount toward paying the traveling expenses of members of the faculty who wished to attend meetings of learned societies. In 1907 came the initiation of the Carnegie pension system. Dartmouth became one of the beneficiary colleges and a resolution was passed by the board to the effect that a member of the teaching staff who reached the age of seventy should have the option of retiring upon the Carnegie allowance, or of continuing in active service at half-pay, presumably with his labors lessened, although the vote does not say that. In 1909 the board promised to supplement the Carnegie grant with an additional appropriation to make the pension equal to that received by a teacher whose salary for his last five years of service had averaged \$3000. Until the collapse of the system in recent years, these grants were highly serviceable in making more pleasant the prospects of members of the teaching staff as they looked forward toward old age.

The marked change in the geographical distribution of the students which occurred during this period is revealed by the following table. The first year indicated is the first of the administration, the second, the last year, and the figures are for all branches of the institution.

	1893-94	1908-09
Total number of students	494	1233
Number from New Hampshire	198	252
Percentage from New Hampshire	40.1%	20.4%
Number from New Hampshire and Vermont	273	334
Percentage from those states	55.3%	27.1%
Number from Massachusetts	106	529
Percentage from Massachusetts	21.5%	42.9%
Number from outside New England	67	309
Percentage from outside New England	13.6%	25.1%
Number of states represented	23	34

This change in geographical distribution was accompanied by an alteration in the character of the undergraduates. While many of them were in straitened financial circumstances, the number of those coming from homes of reasonable prosperity gradually but steadily increased. That change was reflected by a well-marked, although moderate, upward tendency of college expenses. As has already been said, college fees rose during the period from \$96 to \$125, while the average room rental increased to an even greater extent; an increase largely due, however, to the greater adequacy of dormitory facilities. Rooms were still available in the older buildings at very moderate rates. Scholarship funds did not keep pace with numbers. In 1895 the basis of the system of such awards was modified, the flat rate of \$70, formerly in vogue, being replaced by one in which the grant was made to depend upon scholastic rank; \$50 being awarded upon a flat basis, raised to \$75 upon the attainment of a grade of 75% and to \$85 if a grade was as high as 85%. With the increase in the rate of tuition in later years, these amounts were changed somewhat, and the principle was introduced that all scholarship holders must attain an average grade considerably above the passing mark to retain their stipends. In 1892-93 the academic college, then numbering 314 students, awarded \$13,993 in scholarship grants, while in 1907-08 for 1103 students the amount thus expended was \$23,900. The movement toward higher rewards for the better students is further evidenced by the establishment in 1895 of four prize scholarships in each class, which yielded

\$150, \$125, \$100 and \$100, respectively, to the four scholarship holders of highest rank. Student expenses began to show wider extremes than was characteristic of earlier periods. According to statistics collected in 1908 by Professor Charles F. Richardson, the average amount spent by freshmen was \$700, by sophomores \$900, and by juniors and seniors \$1000 each, making a total of \$3600 for the course. Great variations existed, however, the returns ranging from \$483 a year as a minimum to \$2500 as a maximum.

The increased financial ease enjoyed by larger numbers of the undergraduates was not much reflected by improvement in the external appearance of the student body. Unkemptness of attire, uncouthness of manners, and general roughness of habit, in the earlier periods to be excused to some extent by the impecuniosity of the men and by the background of their homes, continued in these times when such excuses were less valid. It was the day of the sweater and of the worst variety of that garment, and the mental attitude engendered in the wearer by such sloppiness of attire produced general results which gave the critical observer of the Dartmouth undergraduate a feeling that the introduction of modern facilities for decent living in the dormitory system and elsewhere had not produced an improvement commensurate with the expense. At times, Dr. Tucker was exasperated by the external appearance of his students. Occasionally he felt called upon to make rather pathetic protests at their lack of neatness and in extreme cases even to hurl presidential ukases prohibiting the appearance of the sweater at times when it was obviously out of place. The habit, in truth, was a part of the pose, a part of the conception that unconventionality of attire, roughness of manner, boisterousness, and over-assertiveness, were accompaniments of virility and strength. Thus the undergraduates of the day endeavored to impress upon others, but most of all upon himself, the idea that Dartmouth was *par excellence* the college of he-men. It was a pose somewhat unfortunate in many respects and particularly in its effects upon the younger members of the teaching staff. An untried instructor, who was not at once successful in impressing upon the students the fact that he was entirely master of the situation, was likely to encounter most uncomfortable treatment at the hands of the boys whom he was

endeavoring to teach; although, if he did make a proper impression of strength and competency, his way was entirely pleasant. Collegiate reputations thus acquired are difficult to lose, and even in these days, when roughness of manner and extreme carelessness of attire are not more characteristic of the students of Dartmouth than of those of many other institutions, they are still supposed to possess such attributes, and when the way of a young instructor is one of rather unusual ease, the institution is still considered by some outsiders to be an unfortunate place in which to begin a teaching career. It is the habit of some of the alumni of the nineties to express heartfelt regrets at the "softening" of the modern college because it is reasonably clean, just as it was that of their predecessors of the fifties, who, in Dr. Tucker's time, mournfully surveyed the introduction of the bathtub into the college dormitories, and hurried away with the fixed purpose of striking from their wills all provisions in favor of so degenerate an institution. But, after all, these externals were but a pose, to be sloughed off when college days were past.

The rapid growth of the institution cannot be said to have brought with it a corresponding increase in scholarship. It is usually true, in such periods of expansion, that among the increased numbers of those who seek a college career the proportion of men of intellectual distinction is not likely to be so high as among those who would normally attend the institution. Furthermore, in the earlier part of the period, the newly introduced elective principle had not yet been carefully safeguarded, and offered opportunities to the idle not entirely to their scholastic advantage. Finally, the growth of athletics, and, to a lesser extent, that of non-athletic activities, attained their maximum during this time, and presented opportunities for distraction from what is supposed to be the real purpose of the college, unheard of in former periods. As a result, it could hardly be said that the period as a whole was one of especial scholastic distinction. The faculty, however, set itself resolutely at work to turn from the institution any reproach of lax standards, and, as a matter of fact, the minimum scholastic requirements of the college were much increased. Partial and special students were eliminated, while those admitted under conditions were much decreased. A

curriculum, already described, which was designed to do away with some of the glaring abuses of the elective system, was instituted. Requirements of class standing were made more searching. Various "cut" systems were tried, with the lack of success which commonly results from such efforts. Definite and more rigid rules of probation were imposed. And finally, with progressive severity throughout the period, the faculty eliminated those who seemed to be scholastically unwilling or unfit. At the end, the rules relating to scholastic separation were beginning to work with the regularity of a machine. If they did harm by disregarding the peculiar circumstances of individuals and by admitting no excuse for delinquency, at any rate they did not involve the opposite error of accepting almost any excuse as the equivalent of a performance, an unfortunate characteristic of the college administration in some previous periods of its existence. Perhaps not much more could have been expected in the way of scholastic advance during this period of rapid growth and rebuilding, but Dr. Tucker was cognizant of the inadequacy of the disciplinary methods in vogue to do much toward bringing about a really positive increase of the undergraduate scholarship. The main purpose of these rules was to protect the institution from the student who was incompetent or lazy. He recognized that only the development of special types of individual teaching, differing somewhat from those of specialized scholarship, could incite toward a full utilization of opportunities those brighter students who were not affected by rules regulating minimum attainment. At the time it was impossible for him to accomplish anything in that direction, but, in more recent years, the institution has devoted much of its resources to the utilization of methods of instruction very similar to those which he had in mind.

Certain irksome regulations which had been in vogue since the earliest days of the college were now abandoned. The opening of the reading room upon Sunday, a measure which had been long asked for by the students in vain, has been mentioned in the preceding chapter. Upon Dr. Tucker's advent, also, the childish practice of fixed study hours was given up, and responsibility was placed in the hands of the undergraduates to control their periods of study as they wished. In 1895 the pledge required of scholarship holders

that they should make no use of tobacco was rescinded, it being Dr. Tucker's belief that it was less harmful for them merely to smoke than to smoke and then to lie about it. The prohibition of the use of alcoholic beverages by such men was retained. The problem of compulsory church attendance was not so easily settled. In 1893 Dr. Leeds, pastor of the College Church, resigned. His resignation was not accepted, but, instead, an arrangement was made for the services of a board of college preachers, composed of eleven or twelve distinguished clergymen, drawn from various denominations, who were to supply the pulpit on most of the Sundays during the college year. Dr. Leeds' preaching services were limited to six Sundays at that period, although he supplied the pulpit during vacations and also performed the pastoral functions of his office. This arrangement somewhat assuaged the protests against compulsory church attendance, but it did not entirely do away with them. Increasing liberality was exercised in the granting of church "cuts" and finally, by vote of the trustees in 1903, all compulsion in relation to Sunday church was abandoned on the ground that more required religion was then in vogue in Dartmouth than in most of the colleges in New England, and that the service tended "in the opinion of the president and faculty to be detrimental to the spiritual life of the students." Thus came to a final conclusion a controversy which presented many thorny and difficult points. In that year, also, Dr. Leeds finally retired from active service, although he retained the title of pastor emeritus until his death in 1910. He was thus connected with the College Church for sixty years. Increased attention was paid to student health. In 1902 a medical director was appointed, whose duty it was to watch over the sanitary condition of the community, to be on guard against contagious disease, to inspect the supply of water, ice, milk and other commodities, and to act, in general, as a medical officer. Dr. Howard N. Kingsford was appointed to this position, and the improvement in student health resulting from his efforts was marked.

The improvement in the conduct of the undergraduates, already noted as having begun in the administration of Dr. Bartlett, continued at an accelerated pace during that of his successor. Incidents of individual drunkenness and riotous disorder, much a matter of

course in earlier days, became relatively rare, although they did not entirely disappear, nor can it be hoped that they will ever disappear, so long as young men of all types are collected together in a college town. Inspection of the faculty records, however, shows that, although aggravated cases occurred, they were uncommon, and that the attention of the disciplinary authorities were not so largely centered on such offenses as had been the case in earlier periods. While the student body had not as yet acquired the poise which it later attained, and while roughness, boyishness and immaturity were still all too prevalent, nevertheless the college was continuing its process of growing up.

The most spectacular action of Dr. Tucker in relation to discipline resulted in the complete suppression of the old and firmly established custom of "horning," long the bane of the authorities of the college. That custom had so firmly established itself as a college tradition, and it fitted so well certain of the defects of character common among the undergraduates of the day, that success in eliminating it seemed almost to partake of the nature of a miracle. Early in the administration an outbreak of this kind occurred, as a result of which Dr. Tucker had taken the opportunity frankly to discuss the practice in all its aspects. He set before the undergraduates the innate cowardice of such demonstrations, he called attention to their lack of practical efficacy in bringing about any mitigation of the evils which were the source of complaint, and he closed with the statement that "horning" was entirely out of place in a modern college, and that it was to be understood that those who participated in that practice in the future, and who indicated thereby that they had no conception of the real nature and purpose of the college, would be permanently separated from the institution. With that warning he left the matter. No further disturbance occurred until February, 1896. At that time an instructor who had acquired some degree of unpopularity was selected as the victim of a demonstration of this type. When seated in his office in Thornton Hall in the evening, he was assailed by a mob, made up for the most part of members of the sophomore class, many of them disguised, and bringing with them whatever noise-making instruments were available, who proceeded to make the night hideous with their clamor.

The instructor, who was in plain sight of the mob, remained, to all appearances, quite undisturbed. Apparently angered by this exhibition of *sang-froid*, the rioters proceeded further in their disorderly conduct than was the usual custom. Snowballs began to fly through the windows and soon a convenient pile of coal, the fuel supply of some innocent student rooming in the vicinity, acquired but not yet placed in storage, furnished even more effective missiles. The riot lasted over two hours and was regarded even by some who began it as a disgraceful performance.

At the time of the outbreak Dr. Tucker was absent from Hanover upon a trip among the alumni associations. He was not expected to return for a number of days. Immediately upon hearing of the riot, however, he cancelled all engagements, returned to the college and took command of affairs more promptly than anyone believed possible. An immediate investigation was instituted, each member of the offending class was summoned before the disciplinary authorities and each was required to reveal, not the actions of others (as had been a common custom in earlier days), but his own upon the night in question. Of course, some members of the class gave false testimony and some attempted to conceal the truth under various subterfuges, but a portion, regardless of consequences to themselves, refused to lie, an outcome which the president probably was perfectly confident would ensue. As a result of the investigation, seven sophomores, among the most prominent and respected members of the class, admitted that they had participated in the outbreak. Upon them was imposed, not the penalty of suspension for a definite term, usual in the past, but the definite and permanent separation which the president had indicated as the fitting punishment in his address of the previous year. Four more were put under "severe censure" for having been present and having approved of the demonstration, and eight were "reminded that by their presence they gave countenance to the demonstration."

The severity of the penalty made it apparent that the president was determined to end such outbreaks, once for all. But his way was not free from obstacles. As always happens in such cases, some of the parents and many of the friends of the victims deluged him with appeals. A boy thus in trouble was usually described as possessed

of all the virtues; it was invariably asserted of him that never before had he mixed in an affair of this kind; it was admitted that he deserved some penalty, such as a reprimand, but never one so severe as that imposed; his future was considered to be ruined and he never would have another opportunity to obtain an education; his mother's feelings were set forth in pitiful terms; and, as in all such cases, he was described as far less guilty than others who escaped detection and punishment. Such appeals, with monotonous regularity and almost without variation in idea or wording, had loaded the table of each of the presidents after almost every case of discipline. A portion of the alumni were ready to proffer their assistance. The penalty was described by them as too severe; it has always been the custom of boys to blow horns since horns were devised and it always will be; *we* blew horns when we were in college and look at us now; the affair will injure the prestige of the college in the preparatory schools; one of the victims is the grandson of a man formerly prominent as a trustee; the professor is the one to be disciplined because he did not run away as soon as the first blast was blown. Such were the statements actually made. Particularly helpful was an appeal from a large group in one of the alumni centers, signed, in behalf of that group, by three of the most influential of the graduates of the college, asking that the penalty be lightened. The protestations of these men that their confidence in the president's wisdom was absolute must have been regarded by him with some degree of cynicism, in view of the increase of his difficulties caused by their interference. Indeed, a crisis seemed to be confronting the college the seriousness of which could hardly be overestimated.

That the solution was satisfactory came, for the most part, from the good sense of the undergraduates. They had been on the ground, they knew exactly what had happened, and they knew, also, that the penalties inflicted had been stated in advance and were by no means extreme. Many of them had become disgusted at the extent to which the riotous proceeding had been carried, and viewed the whole practice of "horning" in a reasonable light. At a college meeting held shortly after the announcement of the penalties the following resolutions were carried by a unanimous vote:

Whereas "horning" is a clumsy, ungentlemanly and unbecoming method of expressing grievance and has been almost universally inefficient in reducing such grievances, and, Whereas, horning has been and must always be exposed to aggravation into violence and personal assault,

Resolved, that this method, now a custom of the college, is not in accordance with the sentiment of the student body, is not in harmony with desirable relations between the administration and the student body and that its maintenance be discontinued.

Resolved, that the student body will discountenance and deprecate such disturbances in the future and will take action toward the establishment of other methods of communicating and redressing grievances.

Nothing was said in the resolution about lessening the penalty inflicted upon the unfortunate sophomores, but the committee which presented it to the president evidently expressed the hope that some such measure might be taken. Dr. Tucker immediately, and with no reservations, accepted the promises of the students at their face value. He looked upon the main issue as solved, and took it for granted that the problem of such disorders was not to recur. That being the case, the special disciplinary considerations of the incident immediately in question were of slight importance, and the penalties against the students involved were not lessened, as had been asked for, but remitted entirely. The action appealed to the undergraduates in the happiest way, as revealing the essential fairness of the president. It also imposed upon them a binding obligation to keep their promise, an obligation which they met in full and the long-continued custom of horning came to an abrupt close, never to be resumed. The cases of those students who had been involved in the disturbance and had then lied about it still remained, and were handled with great adroitness if not with entire logic. The president placed their cases in a special category, with publicity rather than separation as the fitting penalty. None of them were removed, but their names and offenses were especially noted on the records of the faculty. The incident was thus closed to the satisfaction of every one and with the happiest of feeling on the part of all concerned.

Through the skilled management of this difficult case the prestige of the president among the student body was enormously increased. He had met a trying situation with entire adequacy, had solved it, not for the moment only, but for all time, and had won the respect and admiration of the undergraduates by the manner in which he did it. Nor was the outcome less welcome among other groups connected with the institution. The general sentiment was aptly expressed in a communication to Dr. Tucker from Trustee Streeter, as follows:

You have been as wise as a serpent and as harmless as a dove and have produced the results which are usually expected from a broad minded man of the world, and for which Doctors of Divinity have not heretofore been specially distinguished.

Dishonesty in examinations was another student lapse with which the president had little patience. In 1895, *The Dartmouth* reported that "cribbing" was very prevalent and that few steps were being taken to prevent it. In July, 1896, however, the faculty took the matter definitely in hand and passed a resolution to the effect that a student who gave or received help in an examination should be permanently separated from college. The former penalty was suspension for a definite period. The first occasion for rigorous action came in June, 1897, when two juniors and a freshman were separated for this type of dishonesty. At the beginning of the following year a movement on the part of the undergraduates for the establishment of an honor system was formulated in a written constitution. In order that the discussion might not be complicated by personal issues and that the vote might be solely on the merits of the question, in December the separated students were readmitted. After a long debate the faculty approved the general principle of the suggested honor system and consented to its adoption, provided that it should be approved with practical unanimity by the students. Upon being submitted once again to them, however, while a majority voted in favor of the scheme, that majority was not sufficiently large to warrant its acceptance. The matter reverted to its former status, more careful watch was kept on the examinations by

faculty proctors and those detected in dishonesty were ruthlessly separated and never readmitted.

Hazing continued to be a problem. In the fall of 1898, as a result of the unusual prevalence of disorders of this type culminating in a definite investigation, the students voted that hazing be abolished. In this case, however, the results were not as effective as with "horn-ing." While the practice, in the technical sense, may have been discontinued, the activities of a dormitory society, the so-called Delta Alpha, the first mention of which occurs in 1894, formed an admirable substitute. In the last year of President Tucker's term, after having requested, without result, that the activities of this organization should cease, he required the abandonment of its festivities, a fiat which, for that year, was probably generally obeyed. On the other hand, class rushes tended to die a natural death. In the first part of the period unauthorized *melées* of this kind continued as before, and the cane rush in 1895 was said by *The Dartmouth* to have been sharply contested and to have lasted two and a half hours. In the next year it was made subject to definite rules, and the time was strictly limited. Interest in rushes gradually declined, however, and in 1902 a cane spree, in which a few selected champions contended in pairs for the possession of the cane, was substituted for the former general *melée*. Even that diluted form of rush was not of long life. Class spirit, at the end of the period, was no longer of its former strength. The size of the class groups made it impossible for each man of the organization to be acquainted with all the others, and the mixing of men in various recitation divisions, brought about by the elective system and by the revised curriculum, prevented the development of the feeling of solidarity which had formerly prevailed; an outcome highly deplored by some of the conservative members of the alumni as destructive to the "grand old college" of the days of yore.

In 1898 the ordinary routine of college life was interrupted by the outbreak of the Spanish-American War. With the opening of hostilities in April of that year, military organizations were formed and soon two companies of one hundred men were drilling in more or less enthusiastic fashion upon the green. The military appearance of the students participating was somewhat marred by the fact

that they had no guns and no uniforms. On April 25 the trustees voted that those seniors in regular standing who desired to enlist should receive their degrees with their class, while members of other classes should be permitted upon their return to resume their courses where they had been discontinued. About twenty-three men took advantage of this opportunity. Eighteen of them were enrolled in the New Hampshire National Guard, and passed an uncomfortable summer at Chickamauga fighting typhoid germs, an enemy much more deadly than the Spaniards proved to be. There were no casualties, however, in the Dartmouth group.

A part of the general movement initiated by Dr. Tucker was the attempt to "capitalize the history of the college," by which each freshman entering the institution should be made to feel himself a part of a continuing tradition, with its roots far in the past. In the fall of 1895 began the celebration called Dartmouth Night, a meeting at which graduates and others connected with the college should tell its story and endeavor to impress its significance upon those just entering its doors. It was particularly designed for the members of the freshman class who were thus formally welcomed into the fellowship of the long line of Dartmouth men. In its earlier days, this exercise was an occasion of much enthusiasm and fully served its purpose, although, perhaps, in the hands of the various orators, the reputation and worth of the college did not suffer from underemphasis. The list of speakers at the first meeting in 1895, held in the historic Old Chapel, was as follows: President Tucker; Ex-President Bartlett; Judge Horace Russell, 1865; Congressman S. W. McCall, 1874; Dr. P. S. Conner, 1859; Judge J. B. Richardson, 1857; M. B. Jones, 1894; C. T. Gallagher, hon. 1894; and G. A. Marden, 1861. The poem "When Shall we Three Meet Again" was read by Craven Laycock, a member of the senior class. In its early days the effect of these exercises upon the unsophisticated freshmen, as the author can testify from personal experience, was somewhat overwhelming. To each came a conception of himself as a member, unworthy, perhaps, but still a member, of a great and growing whole. It did much to unify the college.

Upon two occasions during the administration, under circumstances of greater formality and dignity than was the practice on the

annual Dartmouth Nights, the past of the college was definitely called upon to contribute to its present and its future. The first was the celebration in September, 1901, of the hundredth anniversary of the graduation of Daniel Webster. The festivities, lasting through two days, attracted to Hanover large numbers of the alumni and other friends of the institution. On the afternoon of September 24 an audience assembled in the College Church to listen to addresses by Professor Charles F. Richardson on "Mr. Webster's College Life" and by Professor John K. Lord on "The Development of the College since the Dartmouth College Case." In the evening, an elaborate torchlight parade of undergraduates and alumni, in the costume of the past, marched through the village, and this event was followed by speeches by various members of the alumni delivered from a stand on the college green. The next morning, again in the College Church, Dr. Tucker gave a brief address on Webster's relation to the college, followed by the leading feature of the celebration, a scholarly and exhaustive summary of the career of the greatest of American orators by Congressman Samuel W. McCall, 1874. This ceremony was concluded by the bestowal of honorary degrees upon a number of distinguished guests. In the afternoon, the corner stone of Webster Hall was laid by Mr. Lewis A. Armistead, great-grandson of Webster, and an address was delivered by Ex-Governor Frank S. Black, 1875, of New York. The final event was a dinner in the evening, held in the new dining hall of the College Hall, at which speeches were made by a number of prominent men, including Senator George F. Hoar and Chief Justice Melville W. Fuller. The second occasion of similar character was that at which the corner stone of the new Dartmouth Hall was laid on October 25, 1904. The college was honored by the presence of the seventh Earl of Dartmouth, great-great-grandson of the nobleman for whom the institution was named, the Countess of Dartmouth and their daughter, Lady Dorothy Legge. On the evening before the ceremony a series of carefully arranged tableaux was presented on an improvised stage on the green, followed by the celebration of Dartmouth Night in the open air. On the following morning, an address upon "The Origins of Dartmouth College" was given by Professor Francis Brown, 1870, in the College Church,

and an honorary degree was conferred upon the visiting Earl. In the afternoon, after an address by Charles F. Matthewson, 1882, and a poem by Wilder D. Quint, 1887, the procession made its way to the grave of Eleazar Wheelock, where a brief address was given by Dr. Tucker, and then to the new hall, the corner stone of which was laid by the Earl of Dartmouth. In the evening the festivities were concluded by a dinner in College Hall. These elaborate and dignified ceremonies did much to bring to the college of the day a sense of its historic past.

The period in question in the American colleges was one in which the development of athletics was carried to a point far beyond that which anyone in previous times could have foreseen. The effect of that development upon the life of Dartmouth, as on that of most colleges, was, of course, of large importance, bringing in its train results some of which were highly unfortunate, while others were of marked advantage to the institution. Differences of opinion are to this day as pronounced as ever concerning the balance of good and evil. In the growth of athletics, however, certain unfortunate features, not inherent in the system itself, were encountered, and it is in this period that many of these problems were met and a portion of them satisfactorily solved. It was a time, therefore, in which much attention was necessarily devoted to general athletic questions, and much progress was made in placing the athletic system upon a reasonable basis.

At the very start of the period, a policy of athletic oversight was adopted which involved large possibilities of unfortunate results. As a part of the agreement with the alumni by which an athletic field was installed by them in 1893, it was stipulated that the control of the athletic policy of the college, except as it had to do with questions of eligibility of the students to play upon teams as related to scholarship and to excuses for absence for athletic contests, should be in the hands of the alumni. From a theoretical point of view, this assignment of responsibility to the graduates is hardly defensible; in its practical workings, however, it has, on the whole, proved reasonably satisfactory. That such a result has been attained is due to the high character, the broad views, and the good sense of those selected by the alumni to manage the athletic policy, and to the

spirit of co-operation in athletic matters which has generally been displayed by all those connected with the management of the institution. If, at times, a tendency toward a point of view supposed to be peculiarly characteristic of alumni may have been observable, the results probably have been no worse than would have been brought about by similar leanings in an opposite direction which might have been attained by complete faculty control. It should be said, moreover, that the trustees retained in their own hands the ultimate authority in athletic matters. They also insisted that the ownership of all facilities employed for athletic purposes should be vested in them, rather than in a separate athletic organization, as is the custom in some institutions.

Dr. Tucker accepted athletics as a legitimate part of the life of the college. He was quick to see the point not always clear to those opposed to intercollegiate sports, that recreation is no substitute for a contest. He was not inclined to minimize the evils of professional coaching, college rivalries pushed to excess, and exploitation of the college athlete by the press, but he believed them to be outweighed by the moral advantages which were obtainable from the system. In a survey of his administration after his retirement he thus set forth his athletic creed:

I held fast to my educational belief in athletics during a somewhat stormy period of discussion, substantially for the moral possibilities rather than the physical results to be gained. I have always been doubtful of the value of the physical results, especially to the most highly trained athletes.

Of these moral advantages he gave especial emphasis to the training in leadership which results from participation in competitive sport, and the spirit of democracy engendered by the athletic system. In general, the faculty supported the president in his views, although a considerable minority of the teaching body looked upon the new developments with marked coldness. Thus in 1894 a resolution was introduced by one professor asking the athletic committee to report:

(1) *Whether the game of football as played in American colleges tends to develop among the students the gentlemanly and honorable character that is desirable.*

(2) *Whether the game is unattended with so many dangers to person and even life as to call in question the wisdom of its continuance.*

(3) *Whether its character can be so changed by the adoption of new regulations as to remove existing objections to it.*

(4) *Whether in case the character of the game cannot be changed, it is not the duty of the college to prohibit its students from engaging in it.*

(5) *That the committee be requested to present to the faculty a detailed report for the fall term upon the standing and attendance of each member of the football team, including manager and substitutes.*

Evidently the committee regarded this inquiry as of the type of question called rhetorical, for no record exists that any answer was made to it. At times, the faculty showed a reluctance to grant excuses for long trips, to allow the playing of games upon other than college grounds and to the granting of athletic holidays. In 1907 some objection was made by a portion of the faculty to alumni control of athletics, but that movement did not go very far. In the next year a recommendation from the Association of New England Colleges, calling for a reduction in the number of athletic contests, elicited a report from the athletic committee to the effect that the evils of overemphasis had already been eliminated at Dartmouth and that the athletic situation was entirely satisfactory. The faculty accepted this report without much debate, even refusing to accede to a motion that a special meeting should be held to consider the question in detail. On the other hand, the regulations governing the scholastic eligibility of students to participate in athletic contests were made much more stringent and were definitely codified.

The formation of a reasonable philosophy concerning the place of athletics in the college was necessarily of slow development. The growth of the athletic system was far more rapid than was the growth of a commendable ethical sense in the minds of those who

were participants in or spectators of the contests. In the early days, professionalism was rampant at Dartmouth as in most of our colleges, the desire to win was carried to extremes, and friction brought about by athletic disagreements with competing institutions did much to neutralize the benefits which sports were supposed to bring in their train. The development of a more reasonable attitude was the difficult task of the athletic leaders of the period, but it was a task which was rewarded by a measurable degree of success, although that success was not complete. The open and unblushing professionalism of the earlier days was eventually done away with, although a hidden and lurking form of the same evil was not so easy to combat. Peculiar to Dartmouth was the problem presented by the presence of medical students in the institution. At that time the college, together with Amherst and Williams, was a member of the so-called triangular league. The latter institutions objected to the playing of Dartmouth's medical students, on the ground that they were really graduate students, that they were older than the average undergraduate, that the requirements for admission to the medical school were not comparable with those required in the academic department in general, that the requirements for actual work during the year might be made practically *nil* by the medical student who so desired, and that no real academic control was exercised over such men. It was the contention of Dartmouth that graduate students were being allowed to play in the best of American colleges, and that, in any case, the majority of the medical students of Dartmouth were not college graduates at all, but derived directly from the secondary institutions. In 1893, by the votes of Amherst and Williams and against the protest of Dartmouth, the league voted that in the future the medical students should be barred. Although this vote was rescinded before the beginning of the football season of the following year, it was passed again in December, 1894. As a result of that vote acute controversy arose, especially in the student publications, and much ill-feeling prevailed among the colleges concerned. That a peaceful outcome eventually resulted was largely due to the efforts of Mr. E. K. Hall, 1892, to whose leadership, more than to that of any other man, the athletic progress of the period is to be ascribed. He finally persuaded

the majority of the undergraduates of Dartmouth that the college should recede from its position upon the question of medical students, and at a mass meeting in April, 1895, such students were barred from college teams. It was also voted that no student should be allowed to play more than four years, that one year of residence should be required of transfers before they might participate in college games and that no contest should be played on other than college grounds. Proposals were also made for more definite organization of the triangular league in all branches of sport. Amherst and Williams accepted this proposal and the agreement, for a time, was placed upon a more satisfactory footing. Nevertheless, a large minority of Dartmouth undergraduates still held to the idea that medical students should be allowed to play and the agitation for their reinstatement was continued as late as 1902.

In 1900 athletic affairs of the college were more definitely organized by the institution of the Athletic Council, a body to which (subject to the trustees) was entrusted complete charge of the athletic policy of the college, except for the authority still retained by the faculty. It was composed of three alumni, three members of the faculty and five undergraduates. After two or three years the undergraduate representation was reduced to three. All its members were elected by the alumni at their annual meeting, but, in practice, the three faculty members have always been the members of the faculty athletic committee, nominated by the teaching body itself, and the undergraduate members are chosen from the managers of the various teams. In the following year the council began the policy of employing a graduate manager, and at the same time Dr. John W. Bowler began his long service as physical director of the college. In the later part of the period the greatest difficulty which the council had to confront was that of summer playing of baseball on professional or semi-professional teams by students who wished also to play for the college. From time to time various men were barred from college sports for this type of professionalism, but the controversy culminated in September, 1907, when ten men, constituting nearly all of the college team of the preceding spring, were excluded from further participation in college sport. Some unrest was thereby created among the student body, but, after

long discussion, the eligibility rules in vogue and the action of the council in the cases in question were indorsed by a large majority of the undergraduates, and the team organized in the spring, for the most part composed of those of no experience in intercollegiate competition, happily made rather a better record of victories than had any team representing the institution for a number of years. In 1909 freshmen were barred from playing upon varsity teams.

At the beginning of the period, the principal athletic rivals of Dartmouth were Amherst and Williams. After the re-forming of the league in 1895, harmonious relations did not continue long. As a result of a series of football victories, extending through a considerable period, the undergraduate college developed illusions of grandeur which were not, perhaps, entirely justified by real superiority. At the end of each victorious season, laments filled the college publications that interest in football was lacking on account of a dearth of effective competition and that the college needed stronger opponents. Such comments, often repeated in the college press, finally wore on the nerves of the rival institutions, and finally, in February, 1899, despite a vote passed at a mass meeting of Dartmouth undergraduates of that year which favored retention of the league, Amherst and Williams withdrew from it and formed a new triangular association, with Wesleyan in the place of Dartmouth. Athletic relations, however, were not interrupted thereby and football victories by both Amherst and Williams in subsequent years showed that, at the time, little real reason existed for a feeling of athletic superiority on the part of Dartmouth. After the disruption of the league, Brown became the principal opponent of the college for a number of years. However, the most significant event in the athletic history of the institution occurred on November 20, 1903, when the Dartmouth football team defeated Harvard, in the first game to be played in the new Harvard Stadium, by a score of 11 to 0. Its significance was not so much that a victory over this particular opponent had been secured, but rather that a change was brought about thereby in the mental attitude of the undergraduates. Formerly, a contest with one of the large universities was looked upon merely with some hopefulness that the adverse score would not be too large, but with no expectation of victory; now it seemed en-

tirely possible to meet opponents of this character on terms that were not those of complete inequality. A change of viewpoint resulted which, while it had its unfortunate features, was on the whole to the advantage of the college. The modern athletic regime begins at this point.

Although the installation of Alumni Field made the collection of gate receipts possible, athletic finances were still mainly dependent upon money raised from the undergraduates, the "subscriptions" being now definitely assigned to the individual students under the name of "taxes." Many were the lamentations of the college publications from time to time at the failure of students to respond in full to these demands, but generally the organizations managed to collect enough to continue their activities in a frugal way. At times, however, large deficits were accumulated by some mismanagement, and strenuous efforts had then to be put forth to meet the liabilities. The faculty did not permit a policy of continued debt and, whenever necessary, interposed a ban upon entering upon an athletic season until the liabilities of the preceding one had been paid, a policy which usually resulted in securing the necessary money. The Harvard victory of 1903 favorably affected finances as well as athletic outlook, and the drawing power of the football team, from that time, was usually sufficient to bring in a moderate annual surplus. It was always necessary, however, to rely upon games out of town for financial solvency, a necessity which has done much in all the years to compel the college to follow an athletic policy which is not in all respects desirable. In 1908 the system of individual taxes was abandoned, and, in place of them, season tickets were sold at a reasonable price to cover most of the home games.

In the early part of the period the intercollegiate contests of the college were confined to football, baseball and track. In 1898 the class of 1902 organized a basketball team and for each of two successive years played a long and successful series of contests as a class team. In the fall of 1900 the sport was recognized as of varsity calibre and has been played as such ever since. Demands for a hockey team were voiced as early as 1899, but not until 1905 was an open rink built on the oval, upon which the first intercollegiate game in

Hanover was played in the following January. In November, 1906, the college was admitted to a hockey league which included Harvard, Yale, Princeton and Columbia and the sport took its place as an annual winter event. Tennis, long played in the college, was first given varsity rating and recognition by the Athletic Council in 1908.

In extra-curricular activities other than athletic the period was likewise one of expansion. Drama was cared for by annual performances of the Dramatic Club, the name of which was changed in 1898 to The Buskin. In 1902 came the first of the series of comic operas, since then an annual feature called, in this case, *The Baker of Zuyder Zee*. The libretto was the work of C. G. Howes, 1903, and the music was taken from current popular songs and operas. The musical interests of the institution were in the hands of the glee club, the banjo and mandolin club, the orchestra and the band, the last two somewhat sporadic in their existence. Various other groups of different kinds were organized, so that, in 1901, *The Dartmouth* recorded that no less than sixty-eight of them were in a state of partial or complete activity. Attempts were made to infuse more life into the Young Men's Christian Association by the employment in 1896 of a graduate secretary. Debating became of general interest and attracted greater attention than has been common in recent times. In 1896 arrangements were made for an annual contest with Williams, and the first intercollegiate debate, held in May of that year at Williamstown, was won by Dartmouth. A similar "league" with Brown was entered upon in 1898 and *The Dartmouth* records that the first victory over that institution in May of that year was greeted by a bonfire on the green and by all the accompaniments of an athletic victory. In 1905 the contests with the two colleges, hitherto separate, were combined and a triangular debating league was established. *The Dartmouth* continued as usual, becoming a weekly once again in 1895, and a semi-weekly in 1907. The *Literary Monthly* maintained a somewhat precarious existence, while in 1909 the appearance of the *Jack-o-Lantern* marked the first attempt of the undergraduates to establish a humorous publication. A novelty was the institution of a Junior Prom, first held by the class of 1900 in May, 1899. The events continued

through four days and included, besides the dance itself, two open air concerts by the Dartmouth Band, a cane rush, an intercollegiate debate, fireworks "costing \$300," a street parade, a minstrel show and a baseball game with Williams. New, also, was the introduction of the Indian-head senior canes (although senior canes of non-descript varieties had long been used) by the class of 1899.

The increase in the college enrollment brought in its train an increase in the number of fraternities. Phi Kappa Psi was organized in 1896, while in 1898 a local group called Alpha Alpha Omega was formed, later to become a chapter of Chi Phi. In May, 1901, Phi Gamma Delta received a charter and in the fall of the same year one was awarded to Delta Tau Delta. In 1904 Chi Tau Kappa was set up, becoming a chapter of Sigma Alpha Epsilon in 1908. Phi Sigma Kappa and Kappa Sigma both date from the spring of 1905, while the society known as the Pukwana Club became a chapter of Sigma Nu in 1907. Gamma Delta Epsilon, a local, was organized in 1908, while Sigma Phi Epsilon dates from 1909. The number of new fraternities did not, however, keep pace with the increase in the number of undergraduates, and students without fraternity affiliations formed a much larger portion of the undergraduate body than was usual in previous periods. In 1894 Kappa Kappa Kappa acquired the residence of Professor Parker as a fraternity house, thus joining Alpha Delta Phi as the only organizations to be provided with living quarters. That was the condition until 1902, when Phi Delta Theta built a house especially designed for a fraternity home. That event was the beginning of a general movement, and all the chapters, so far as they were able, hastened to provide themselves with similar accommodations. The substitution of fraternity houses for the former system of inexpensive rented halls marked a decided change in the atmosphere of the college and the trustees were in some fear lest unfortunate consequences should ensue. To avoid such results, as far as possible, the board in October, 1902, passed a vote limiting the number of men who should be allowed to room in any fraternity house to fourteen and forbidding entirely the installation of dining facilities in such houses.

Of high importance in its effect upon the life of the college was the installation in 1900 of the society called Palaeopitus. At first, it

was a secret organization and the publication of the names of its members (consisting of fourteen representatives of the senior class of 1900 and two from the class of 1901) without further explanation caused no little speculation among the undergraduates. In October, 1902, the secret feature was abandoned and a full explanation was made of the purpose of the organization. It originated from the suggestion of certain prominent alumni and had as its object:

To bring into close touch and working harmony the various branches of college activities, to preserve the customs and traditions of Dartmouth, to promote her welfare and promote her good name.

Some of the members were chosen as a result of their occupancy of positions regarded as of importance and influence by the undergraduates, while others were elected from the class at large. It was the intent to bring together the leading members of the senior class and to combine them in an organization through which the best type of leadership might be made effective. Although the proportion of elective and *ex-officio* members has been the subject of modification from time to time, the same principle of choice holds today. No definite powers are granted to the organization and its authority depends entirely upon the personal prestige of its members, but that is regarded as so considerable that the society, despite occasional lapses, has been highly serviceable throughout its entire career.

The period was attended by a marked change in the associated schools of the college. The Agricultural College disappeared from Hanover in the first year of Dr. Tucker's administration and at about the same time the vexing problems which had always confronted the institution as a result of the presence of the Chandler School were satisfactorily solved. Immediately upon President Bartlett's retirement from office, steps were taken to do away with the friction which had existed between college and School for so many years. It was apparent to all that much duplication of effort was caused by the existence, side by side, in Hanover of academic department and School, and it was also clear that the Chandler endowment was not sufficient adequately to support an independent scientific establishment of the first grade. The main obstacles to union, aside from the somewhat unfriendly feelings which had long

existed between the teachers of the School and the administration of the college, were the two troublesome provisions in the Chandler will, namely, that the tuition in the school must be "moderate" and that the requirements for admission could not be more extensive than the "subjects taught in the common schools of New England." In June, 1892, a committee of the trustees was appointed to inquire whether, despite these obstacles, some scheme of union might not prove to be practicable. This committee reported that in its opinion the college tuition of \$90 was "moderate," and that, as a result of the development of the public high schools, the "subjects taught in the common schools of New England" had become such as to allow the establishment of entrance requirements suitable to an institution of genuine college grade. It recommended, therefore, that a Chandler Scientific course be established as a co-ordinate branch of the academic college, that the attempt to carry on an independent scientific school be abandoned, that the Chandler professors be made professors in the college, that the admission requirements for the new Chandler course be considerably increased beyond those previously required for the School, and that all affairs of the institution be subject to unified organization and control. This recommendation was submitted to the visitors of the School, who, in former days, had very definitely opposed all proposals of this character. After due consideration, however, the plan on this occasion was approved by them in all its branches, and it was also approved, although with some hesitation, by the college faculty. Accordingly, the School as such was abandoned, the policy going into effect in the first year of the new president's term (1893-94). While the problem was thus solved before the actual accession of Dr. Tucker to office, the negotiations required in the settlement of the issue were, for the most part, carried on by him. It is only fair to say, however, that this arrangement was precisely that which had been urged by President Bartlett many years before, but at that time it had met with no cordial reception from the authorities of the Chandler School. The Chandler Scientific course, thus established, continued under that name for a number of years, but, as time went on and the curriculum of the college was simplified, the special designation of the scientific course disappeared and the name Chandler now is familiar

to students of the college only through its application to one of the buildings of the institution. Of course, the change in name did not mean that the amount of instruction in scientific branches was decreased; it had become, in fact, far more extensive than it was in the days of a special scientific school. With the Chandler settlement came also a change in the status of the Thayer School. It was arranged that the senior year in college should be combined with the first year in the school, so that the time required for the attainment of both the bachelor's and the Civil Engineer's degree was reduced to five years. The Thayer School acquired the building of the Experiment Station, abandoned by the Agricultural College, at a cost which amounted to \$3714, about half of which was raised by subscription and the remainder paid by the college. The period was one of marked prosperity for this school, the enrollment at the end amounting to over fifty.

The career of the medical school during Dr. Tucker's administration was somewhat checkered. In some ways it was a period of prosperity. In the earlier part of it, attendance rose to the highest point reached in the whole history of the school, with a maximum of 161 in 1895-96. The guiding light of the institution, Dr. Carleton P. Frost, died in 1896, and for the greater part of the time the resident professors in charge were Drs. Gilman D. Frost, William T. Smith, and John M. Gile. In 1895 a new dissecting room was fitted up at an expense of \$1700. In 1897 the school celebrated its centenary with elaborate ceremonies, while in 1907 a new building, the Nathan Smith Laboratory, was added to its equipment at an expense of \$21,000, which was obtained by subscription.

Medical education was in a state of transition at this time, and the demands made upon all medical schools for more extensive laboratory courses, for enlarged clinical facilities, and for the services of full-time instructors were continually becoming more extensive. In 1898 the course at Dartmouth was extended from three years to four, and this policy was accompanied by the employment of full-time instructors in physiology and in pathology. So far as finances were concerned, in its previous history the institution had been, to all intents and purposes, a private enterprise, the professors taking the fees, paying the necessary expenses, and dividing the

surplus among themselves. In 1902, however, the trustees assumed responsibility for the financial management of the institution, and entered upon the policy of paying the instructors definite salaries, which were limited to the amounts formerly received from the division of fees. Beginning with 1908, admission requirements were increased by the prescription of two years of work in the academic college as preliminary to medical matriculation, and an arrangement was made whereby candidates for the degree of Bachelor of Science might attain both that distinction and the degree of Doctor of Medicine in six years. Seven years were required by those men who received from the college the degree of Bachelor of Arts. The number of students in the medical school declined sharply at the end of the period, so that not more than sixty were ordinarily enrolled.

While the number of associated schools was decreased during the administration by the removal of the Agricultural College and the elimination of the Chandler School, it was increased by the establishment of a school of administration and finance. By this time the destination of graduates of the college had notably changed from that characteristic of earlier periods, and the majority of them, no longer looking forward to one of the professions as a life work, were preparing themselves for business. In the mind of Dr. Tucker the demands thus presented required a new policy on the part of the college. It was his belief that a portion of the endowment received from Mr. Edward Tuck might profitably be devoted to the establishment of a separate school to meet these demands. Accordingly, in 1900, with Mr. Tuck's hearty approval, the trustees established the Amos Tuck School of Administration and Finance, named for Mr. Tuck's father, a trustee of the college many years before. The purpose of the institution was stated in the following terms:

This school is established in the interests of college graduates who desire to engage in affairs rather than enter the professions. It is the aim of the school to prepare men in those fundamental principles which determine the conduct of affairs and to give specific instruction in the laws pertaining to property, in the management of trusts and investments, in the problems of taxation and currency, in the methods of corporate and municipal administration, and in subjects

connected with the civil and consular services. The attempt will be made to follow the increasing number of college graduates who have in view administrative or financial careers with a preparation equivalent in its purpose to that obtained in the professional and technical schools. The training of the school is not designed to take the place of an apprenticeship in any given business, but it is believed that the same amount of academic training is called for, under the enlarging demands of business, as for the professions or the productive industries.

The school was the first of the institutions of its type to be essentially post-graduate in its scope, although the work of the senior year of college was combined with that of the first year of the school, so that the courses of the two institutions could be completed in five years. The first class was graduated in 1901, receiving the degree of Master of Commercial Science, which was fixed upon as a distinction suitable to those meeting the requirements of the school. At first, the faculty was drawn exclusively from the academic teachers and Professor Frank H. Dixon, of the department of economics, acted as director, but as time went on the demands of the institution called for men whose service should be devoted exclusively to its purposes, and eventually the Tuck School acquired a faculty of its own. In 1902, through the generosity of Mr. Tuck, a building was provided for its use. This structure was occupied by the institution until it took possession of a new and greatly enlarged plant in 1930, also the gift of Mr. Tuck. It soon became apparent that the school was to serve a real demand, and its career, from its organization to the present time, has been one of steady prosperity and usefulness.

Certain other branches of the college of minor importance should be mentioned. Moor's School, of course, had ceased to operate, although an occasional Indian was admitted to the college, none of whom remained there for very long. No further grants were received from the Scotch Society, but the property of the school itself was of considerable value. In 1896 a portion of the income from its funds was devoted to the support of a teacher in the Hanover High School, with the understanding that any student of Moor's School (which meant any Indian who might be accepted for admission)

might be enrolled in the local school. This policy continued for a number of years. In 1898 the building of the school, now called Chandler Hall, was sold to the college for \$6000, a negotiation which necessitated complicated legal arrangements. In 1900 a graduate department of pedagogy was established, but it was not particularly successful and did not continue long. In the same year a summer session was instituted, at first as a personal undertaking of the director, Professor Thomas W. D. Worthen, but in 1903 taken over by the trustees, although they assumed no responsibility for its finances. In 1902 its courses were approved for college credit. It achieved a moderate success, and continued through the period, mustering in the final years an enrollment of over one hundred. Women were received in this school on equal terms with men.

From the account of the progress of the college during this period, the reader has gained for himself some conception of the strength of Dr. Tucker as a college executive. It is indeed a platitude to say that the qualities demanded of the incumbent of the presidential office are so varied that seldom can a man be found who, in fully adequate measure, meets all its requirements. Nevertheless it is evident that the qualifications of Dr. Tucker more nearly conformed to those called for by the highest ideal of the college executive than seems, in view of human weaknesses, reasonable to expect. In fact, his very excellencies make a proper characterization of his administration a difficult task and the result is likely to be one which may appeal to the reader as overdrawn.

While the announcement of his election to the presidency was greeted with a general chorus of approval, some doubt was felt as to his capacity as a business executive. He had never occupied a position of large administrative responsibility and his ability for such leadership was entirely unknown. It was not for long, however, that any doubt could be felt upon that score. The story of the financial management of the institution during the years in which he guided its destinies has already been told and, as a result of it, no difference of opinion can exist of the large vision, the powers of analysis, the personal shrewdness and business acumen of the one who during those years initiated its policies and carried them into execution. Nor can any question arise as to the real source of leadership. Per-

haps, as has been already said, some of the trustees, highly successful men of affairs as they were, expected to act as kindly mentors of this neophyte in business and to take most of the responsibility for the financial guidance of the institution upon themselves. If that was the case, they were soon disillusionized. Some of them, in fact, found themselves breathless in the attempt to keep within reaching distance of the new president, whose radical plans led him far in advance of any point to which their vision could reach. When his schemes, which appeared to them to be extremely hazardous, almost invariably resulted in a successful outcome, they found themselves reduced to a position of rather dazed acquiescence, broken only occasionally by protests which, despite all they could do, had the appearance of having emanated from a timid conservatism. Other members of the board, to a greater or lesser extent, shared in the vision of the president, and kept themselves near enough to his ideas to co-operate with him most effectively in their realization; but never did any question exist that the responsibility in initiating the measures was his. From the point of view of business efficiency no more effective leader could have been desired.

Particularly striking among Dr. Tucker's qualities were his powers of analysis. His mind was a highly efficient organism in the task of reducing problems, no matter what their complexity might be, to their simplest terms, and in arriving at their fundamental elements with unerring accuracy. His study of the college was marked by a clearness of vision not always exhibited by those whose duty requires them to interest themselves in educational affairs. After the problem had been thus analyzed, he had likewise remarkable capacity for stating its essentials in terms which were unusually clear, logical and convincing. These statements were often marked by something of the definiteness of a mathematical demonstration, and, as a result, his conclusions had a misleading appearance of simplicity and obviousness very far from representing the intellectual effort required in their development. Often this apparent obviousness led to immediate conviction on the part of those to whom the case was presented, so that the discussion, without further debate, turned at once to the next question, "what is to be done about the matter?" It was often very easy to decide what was to be done, when

the fundamental nature of the problem itself had thus been exposed. This skill at analysis and this clearness of exposition he applied at all times to the problems of the college and, as a result of the effectiveness of his methods of attack, and of his readiness in the development of measures appropriate to meet the needs which arose, a degree of efficiency in the conduct of the institution and of harmony in the councils of its leaders was attained such as the institution had never before enjoyed.

That effectiveness was in no small way aided by the personality of Dr. Tucker. By natural gifts he was endowed with the qualities which won to him the attention of other men even upon a casual meeting, which quickly aroused their admiration upon further acquaintance, and which brought to him their sincere love when they came really to know him well. To few men in his position can have come so many manifestations of high devotion. Men were not merely convinced by his logic, but, quite beyond that, they felt an impelling urge to do what he wished them to do because they admired him so much. His personal dignity was marked, but it was not a dignity which held itself aloof, which shrank from the play of humor, or which was wounded by a joke, even if that joke was at his own expense. To a high degree he possessed the gift of tact. He knew how to manage men, and that art he exercised upon others usually without consciousness on their part that they were being managed at all. It was not, however, a tact which merged into softness, nor did it ever arouse the reproach of insincerity. When he had a purpose to accomplish, the fact that obstacles were in the way never deterred him, but he was skillful in eliminating obstacles which did not need to exist, he was careful that those which were actually to be encountered should not loom larger than the case required, and he was adroit in skirting difficulties which could be thus avoided rather than encountering them head-on. Moreover without conceit or over-valuation of himself, he seems never to have been troubled by a feeling of inadequacy; he had complete confidence of his capacity to meet whatever difficulties might arise. His personal qualities did much to unite all connected with the college in an earnest admiration and affection for himself, but it was a part of his greatness that this feeling personal to him was

so directed by his management that it became but a part of a larger loyalty to the college.

As a disciplinarian his effectiveness was never open to question. He was not unduly soft, nor was he rigidly severe. He was more interested in the attainment of large reforms, in the establishment of improved undergraduate sentiment, than he was in the allotment of properly graded punishment to individual delinquents. He was scornfully intolerant of trickery, deception and sham, and the students soon came to know that he would not endure lapses from the code of a gentleman. They learned, also, that they could always rely upon his entire candor and openness of mind, and upon his readiness to meet them on equal terms in the discussion of any proposal which they should bring to him for the welfare of the college. He had the art of arousing in them a high sense of responsibility for the fulfillment of promises which they made and of agreements into which they entered. Many of the former leaders of the college had attained reasonable success in the management of undergraduates by severe disciplinary methods and had won the entire respect of the student body thereby; he was the first who by the methods which he used, and by the qualities which he possessed, won a far greater measure of success, and who secured, in addition, the sincere devotion of those under his charge.

As an educational pioneer, Dr. Tucker was not preeminent. No novel educational policy was entered upon during his administration, unless, perhaps, the establishment of the Tuck School is to be placed in that category. That was mainly due to the fact that, during this period, the college was required to use all the resources at its command merely to put itself abreast of the times, and had no reserve to enable it to embark upon new endeavors and untried experiments. In the past the institution had been rigidly conservative in its educational outlook and, although the beginnings of more liberal policies may be observed during the administration of Dr. Bartlett, such movements had not progressed very far. Considering the slender means at the disposal of the institution, it was a work of great magnitude merely to raise it to a plane of equality with the best foundations of the land, both in scope and in method. It was not a time at Dartmouth for radical educational experimentation.

But the president was ever watchful of educational trends. Under his guidance the faculty entered upon serious studies of the novel movements which elsewhere were taking place, and not only the administration but all connected with the institution were alert to observe and to estimate these enterprises which, in time, might tend radically to modify the policy of the American college. Moreover, it was not from lack of originality that such ventures were not entered upon. In the papers of the president are found many suggestions for promising experiments and for the introduction of novel methods, but all of them had to be deferred on account of lack of funds. It is interesting, however, to note that some of them are policies which in recent times have actually been adopted in the college, with high promise of satisfactory results; policies which were entered upon in entire ignorance of the fact that they had been seriously considered by Dr. Tucker so many years before.

From the point of view of technical scholarship it cannot be said that the president had much personal fondness for the minutiae of specialized investigation. He fully recognized its importance and was ready to use its results, but it is not probable that he would have cared to devote his own efforts to work of that character. His interests lay in more general problems, in issues of large social significance, in the interplay of political, economic, moral and religious forces which make human relationships what they are. That was the field which had attracted him in his days at the theological seminary, and it was the field which still attracted him in the college. The demand for addresses from him upon educational and social topics was very large, and he yielded to it far too much for the best advantage of his physical welfare. In these productions he displayed the same powers of analysis, the same clearness of expression and the same logical development of fundamental ideas which marked his treatment of the problems of the college. Usually the tone of these discussions was calm and dispassionate. Occasionally, however, his indignation was aroused, and he swung into action with a force which was devastating in its energy. Thus, in 1905, a group of wealthy men in New York succeeded in working through the legislature of New Hampshire an act for the innocent purpose of "improving the breeding of horses of the state." Most of the mem-

bers of the legislature were unaware of the significance of the bill, but it eventually became evident that the real intent was far different from its ostensible aim. What its promoters really had in mind was to establish a race-track at Salem, New Hampshire, about thirty miles from Boston. Carefully concealed in the verbiage of the law was a clause which was intended to cancel, in this particular case, the general laws of the state in regard to betting upon horse races, and it was the design that gambling should be carried on at the new track upon a scale of large magnificence. The plant was under construction, with a million-dollar investment involved, before anyone awoke to the real nature of the situation. An immediate, but somewhat unorganized, protest arose. Dr. Tucker entered into the contest with his full energy and immediately gave vitality to it. An informal committee was organized of which he was the head, all possible sources of publicity were skillfully utilized, sentiment in the state was thoroughly aroused, and steps were taken in various directions with a view of doing away with the obnoxious law. At first it seemed necessary that a special session of the legislature should be summoned, but, in the end, the Supreme Court, upon being appealed to for an opinion, rendered a decision that the special act, despite the clause carefully inserted in it, did not, in reality, supersede the general laws of the state against gambling. The decision was adequate to take care of the situation, and the New York group, after holding one race meeting at which all betting was rigorously suppressed, took their departure to charge the million-dollar investment to profit and loss. Equally significant, however, of the president's qualities was his readiness to oppose ill-considered and selfish action on the part of some of his own supporters. Various "reformers" hastened to associate themselves with the movement, which was acquiring such an impetus under the leadership of Dr. Tucker. These men, while they may have been anxious to do away with a threatened evil, were equally ready to use the occasion for the advancement of their own personal aims. At once they began indiscriminate attack upon all connected with the government of the state and, in particular, upon the leaders of the dominant political party. Unquestionably a few of these leaders were perfectly cognizant of what was going on, but many of them were quite as ig-

norant of the intent of the law as were the people at large. As the controversy entered into this phase, Dr. Tucker in a public letter called to account those among his associates who were making wholesale accusations of general rascality, with sharp dissent from their point of view. The change in the tone of the controversy was almost magical. The curious result of the movement against the law was that entire success quickly rewarded the efforts of the protesting group, the invading New Yorkers, despite their wealth and the strategic position which they had attained, were driven from the state with a promptitude which somewhat dazed them, but the private political ambitions of no one were advanced by the success of the campaign.

A single word sums up the salient characteristics of the president and that word is wisdom. That was the opinion amusingly expressed by an unsophisticated Indian lad who had been brought to Dartmouth with forged admission papers through the efforts of an undergraduate more interested in athletic success than in the real repute of his college. The president soon detected the attempt at deception, and the redskin emerged from his interview with the head of the college with bulging eyes and the exclamation, "Tree-full of owls."

The qualities which have been described above in themselves would have made Dr. Tucker eminent as a college executive, but, in the minds of the students who came under his influence, they did not constitute the major part of his greatness. It was impossible for him to engage in the work of instruction, nor could he, to any large extent, come into personal contact with individual undergraduates. It is probable that the majority of the students of his time passed through the college with personal contacts with him that were only casual, although upon those who were fortunate enough really to know him he made the same vital impression that he did upon all men with whom he had to do. However, he regarded in a very serious light his responsibilities as the moral leader of the college. The chapel services, over which he always presided, he looked upon as his principal opportunity for the fulfillment of that responsibility. The daily morning services, brief and conventional, gave little more than the opportunity for bringing the college into unison and in-

fusing into the undergraduates a feeling of solidarity. These exercises were always dignified, and the disorder which was not always absent from them in preceding periods was never in evidence when he was in charge. But of far higher significance were the vesper services on Sunday. A feature of these exercises was an address, always carefully limited in length, in which opportunity was given to the president to raise the undergraduate mind from the humdrum and routine of the day to the consideration of things of deeper significance. The impressiveness of the service was heightened by its external surroundings. The chapel furnished a suitable setting, the exercises, although simple, were entirely dignified, and the personal appearance and bearing of the president fitted admirably the ideals which even the most exacting might hold for a head of a college. The talks themselves were unpretentious in style, simple in language, and clear and direct in their logic. None of the adventitious aids of oratory were employed nor was any "stage management" required. The effect came entirely from the simplicity of the appeal and the ideas which were conveyed. The continuing theme of these vesper talks was that of obligation, the continuing call was that of duty, the duty of the college man to form for himself ethical standards in consonance with his opportunities for intellectual advance, the duty to use whatever intellectual growth might come to him, always guided by fitting ethical standards, both for the satisfaction of his own enlightened conscience and as his contribution to the maintenance and advance of the society in which he was to live. Religion was made by Dr. Tucker the center of the life of the individual, but in the references which he made to the religious obligations of man, his point of view was curiously different from that presented to the college by the devoted man who had preceded him. He was one of the few of his profession who recognized that religion, if it is well-founded, is an intensely intimate and personal matter, to be evolved only by the meditations of the individual himself, and little capable of transfer to others. So, in his appeals to his student audience, there was no tendency to emphasize conversion, church membership, the acceptance of Christ, issues which had been so vital with those sincere men who in previous years had served as presidents of the college. Dr. Tucker's appeal was for the

recognition of religion as the central element of life; an appeal that each of the men before him should shape his life, not in indifference and thoughtlessness of religious and ethical forces, but with an honest and sincere recognition of their fundamental importance to the whole life of man.

The effect of these chapel talks can hardly be conveyed to those not exposed to their influence. The audience to which they were addressed was not inherently sympathetic to such appeals. It was composed of men at an age at which the serious things of life have a limited meaning, of men who were required by college rules to attend, of men many of whom lived lives little calculated to fit them for what they heard. But, as the address began, each member of the student audience set himself to listen; as it continued, a silence almost painful in its intensity reigned, broken only by the calm, quiet voice of the speaker; as one surveyed the rows of undergraduates, each one intent upon what was being said, the close sympathy between the speaker and his listeners was obvious at a glance. When the address was over and the spell was broken, the resumption of the ordinary movement and noise characteristic of any audience of a thousand persons seemed, in sudden contrast to the silence which had reigned before, almost in the light of an indecent disturbance. Thus Dr. Tucker, to an extent possessed by few, had the art of powerfully influencing men in the mass, of making an appeal addressed to great numbers so intimate in its character that each individual felt that the message was for himself alone. As these talks continued through the four years of a student's college course, the cumulative effect of the message, repeated Sunday after Sunday, was such that each one of them felt himself bound to the president by a tie which he could not explain, but of the reality of which he had no doubt. Even if he had never met the head of the college, he cherished for him a high sense of personal indebtedness, a high sense of veneration, and with it a feeling of intimate personal affection, even of love, usually reserved for those most near. Few men there are who with so slender a basis of opportunity can so draw men to themselves. Few men have there ever been who could serve generations of young men with such an enduring power for good.

It has been said that to prepare an estimate of Dr. Tucker as

president of the college without seeming to fall into a vein of fulsome eulogy is a difficult task. Perhaps the reader will think that the task has not been performed. But the writer is confident that no Dartmouth man who was fortunate enough to have passed through the college in the period of Dr. Tucker's leadership, as he looks back upon his college days from the vantage point of middle life or of approaching age, will assert that the description is overdrawn. By far the most abiding and satisfying remembrance which comes back to each of these men is the opportunity which he then had for contact with the wisdom of this great and noble personality.

The industry of Dr. Tucker was in no way inferior to that of those busy men, his predecessors. Not only did the work of the college require unwearied attention, but he was in constant demand for addresses on a great variety of occasions. His health was generally good and he responded to these multifarious calls with a readiness which was somewhat disturbing to those who felt a sense of responsibility for the preservation of his physical powers. In 1899 a leave of absence was forced upon him by the trustees, and he spent a number of months in Europe. He usually passed his summers at York Harbor, Maine, where he enjoyed a change of scene, but not much respite from actual responsibilities of his office. In the earlier part of 1907 he returned from an exhausting journey among the alumni associations of the west in a serious condition of physical collapse. An examination revealed the fact that he was affected by a weakness of the heart, which seemed to forbid continuance of the heavy responsibilities which had hitherto been his lot and, accordingly, he submitted to the trustees his resignation of his office. It was his hope that a successor might at once be found so that the news of the resignation and the appointment of the new president might be announced simultaneously. As in 1892 the position was offered to Professor Francis Brown, 1870, but after some consideration, he again declined. It then became apparent that the choice of the new president would require more extensive consideration than could be devoted to it at that time, and so, in May, 1907, while the resignation of Dr. Tucker was announced by the board, it was coupled with the request that he retain the leadership of the college, with diminished duties, until such time as a selection of the

new president might be made. His physical condition having somewhat improved in the interval, he yielded to this request. He did no work for the remainder of that college year, but in the following September once more met the undergraduates as the head of the institution. The provisional arrangement called for an almost entire relief from speaking engagements and from much of the daily routine, so that his attention was mainly confined to the business management of the college. This period of what Dr. Tucker called "cripple leadership" continued for two years, and his services as president terminated only with the end of the college year 1908-09.

Upon his retirement in 1909, Dr. Tucker built for himself a house in Hanover, where he spent the remaining years of his life. His health was such that his contacts with his fellow men were somewhat limited, but in the earlier years following his retirement he was capable of a considerable amount of literary activity and a number of books came from his pen. While his physical strength slowly declined, his mental powers never slackened. To the last his interest in the social and political problems of the day and his solicitude for the affairs of the college never wavered. Of necessity, he came to be a recluse in the Hanover of which he had been the central figure so long, and to those who had lived in the college in the days of his leadership, it appealed with a deep sense of pathos that his career had passed into the traditions of the college, that successive generations of undergraduates came to regard him as a great figure of the past, very much as they looked upon the founder of the college, while, in actual fact, he was still alive in their midst. Probably Dr. Tucker himself never shared in this feeling of sadness. By watchful care, his physical well-being was so guarded that he actually survived the young and vigorous man who had been elected as his successor. His last years were not without their periods of quiet gratification and he looked upon the progress of the college, so much of which was due to his pioneer efforts, with a satisfaction that was deep and sincere. He died on September 29, 1926, at the age of eighty-seven. To every one of the men of the college of his own time his passing came as a personal bereavement; to every one of them his personality remains as a cherished memory; to every one of them his influence is an abiding force.



CHAPTER XV

The College in Recent Years

THE story of the college has now been brought to a time so near the present that a critical discussion of its policies and of the methods of those who have administered its affairs can no longer be given in detail. Time must elapse before an evaluation of the movements of recent years can be made with any proper sense of perspective. That estimate must be the task of a future historian. The extension of the story of the institution to the present time can be brought about, therefore, only by a mere summary of facts.

Upon the resignation of President Tucker in 1907, the trustees found themselves confronted by no easy task in the choice of his successor, and two full years were required before a final result was attained. No eagerness was exhibited by men who seemed fitted for the position to take over the trying task which was presented to anyone who should attempt to follow so great an administrator and so impressive a personality. Upon a number of occasions the board was ready to elect persons who seemed to it adequate to fill the presidential chair, but these men, after weighing all aspects of the matter, uniformly declined the office; decisions which put the problem back to its starting point, with the road all to be retraced anew. In only one of these cases, however, was publicity given to the action of the board, and that, apparently, by accident. At one time the position was definitely offered to Mr. Samuel W. McCall, 1874, then a member of the national House of Representatives

from Massachusetts, but he, like the others who had been thought of by the board, after considering the matter for some time, declined the office. Only after a lapse of two years was a solution reached by the selection of Dr. Ernest Fox Nichols, at that time Professor of Experimental Physics in Columbia University.

Dr. Nichols was born in Leavenworth, Kansas, on June 1, 1869, and was graduated from the Kansas Agricultural College in 1888. After a period of graduate study at Cornell University, he became Professor of Physics in Colgate University in 1892, transferring his activities to a similar chair at Dartmouth in 1898. During his term of service at Hanover, with the assistance of Professor Gordon F. Hull, he carried on work to demonstrate experimentally the pressure of light, and the results of this investigation gave to him and to his colleague high reputations among the physicists of the day. He resigned his professorship at Dartmouth to accept a similar chair in Columbia in 1903. The choice of Dr. Nichols marked a change in the policy of the college, not in the selection of a president without special administrative experience (for that was true of the previous incumbents of the office), but in choosing an executive from the ranks of the educators and scientists, rather than from those of the clergy.

The seven years of Dr. Nichols' administration were not marked by events of special significance. The progress of the college, so well initiated under Dr. Tucker, continued without interruption. Student numbers in the academic department rose from 1136 in the last year of the preceding administration to 1422 in 1915-16, while in all branches of the institution the increase was from 1233 to 1468. In 1911 the trustees definitely reaffirmed their vote of 1905 by which the policy of providing for the natural growth of the institution was established. The period was one of considerable material prosperity, the college endowment increasing from \$2,842,254 to \$4,184,586, and the value of the educational plant rising from \$1,069,000 to \$1,769,992.

The more important increases in the invested funds were derived from the following sources. In 1909 Mr. John S. Kennedy, a New York banker, bequeathed to the institution about \$95,000, which was combined with a gift of \$10,000 from Judge Horace Rus-

sell, 1865, to form an endowment the interest of which was applied to increase the salaries of full professors. In 1910 \$30,000 was received from Mrs. Jane Eastman, widow of Judge Ira A. Eastman, 1829, long a trustee, to serve as an endowment for the chair of political science. In 1911 Mr. Edward Tuck, 1862, added to his previous gifts securities valued at \$500,000 for the increase of professorial salaries and the establishment of new fields of instruction, while in 1913 he gave \$62,500 for the endowment of the chair of French. In 1913 Mr. David D. Stewart of St. Albans, Vermont, gave \$75,000 for general purposes, in memory of his brother, Levi M. Stewart, 1853. In 1915 the class of 1885 contributed \$10,000, also for general purposes, while in the same year \$132,500 was received from an anonymous source. This fund, however, was subject to annuity payments during the lifetime of the donor. In 1911 Mr. Elijah M. Topliff, 1852, of Manchester, New Hampshire, left over \$200,000 to the college, subject to the life interest of his widow. No return was obtained from it during the period in question, but the trustees borrowed from the estate \$200,000 to meet pressing needs for which additional funds were urgently required. The state of New Hampshire continued its established policy of annual grants for current expenses, although objections to that policy began to be raised in the legislature, and in 1915 the amount was reduced from \$20,000 to \$10,000.

Donations for the erection of college buildings were likewise of importance. The alumni movement for the construction of a gymnasium, the beginning of which has been mentioned in Chapter XIV, was well organized and vigorously pressed, so that by 1909 enough money was at hand to justify the trustees in entering upon the construction of the building. By 1912 the receipts from subscriptions amounted to \$109,000, to which the trustees added \$25,000 from certain bequests which they had just received. The building, placed north of Alumni Field, with its large central drill hall and two impressive wings was one of the largest structures of its kind among the colleges of the country at the time of its construction. Its cost far outran estimates and eventually amounted to about \$192,000. All but \$50,000 was supplied by alumni subscriptions and by similar sources, and the remainder was carried upon a mort-

gage, later to be extinguished by appropriations from the Tucker Alumni Fund. In 1910 Mr. Lewis Parkhurst, 1878, a trustee, and Mrs. Parkhurst, donated funds for the construction of a building to house the administrative offices of the college, in memory of their son, Wilder D. Parkhurst, 1907, who had died during his college course. It was placed west of the green, opposite the College Church, and the cost eventually amounted to about \$118,000. In later years enlargements were found necessary, the expense of which was also provided by the donors, so that the total of their gift now amounts to \$178,000, in addition to expenditures of \$41,000 made by them from time to time for repairs, upkeep and new equipment. In 1912 Mrs. Emily Howe Hitchcock, widow of Hiram Hitchcock, for a number of years a trustee, bequeathed to the college the Hitchcock estate in Hanover, comprising forty-five acres of land valued at \$50,000; a donation of the highest importance in providing for the future material expansion of the institution. In the following year, funds were made available by Mr. Edward Tuck for the construction of an approach to the college through this estate. The Tuck Drive eventually cost \$42,500. In 1912 Mr. Wallace M. Robinson of Boston gave \$105,000 for the erection of a non-athletic center; a building which was placed upon the site of the Dartmouth Savings Bank, west of the green. This land was purchased for \$27,000, and thereby the college completed the process of regaining the ownership of all the land around the green, except for the church. By 1914 (when Robinson Hall was completed), college buildings occupied the entire western side of Main Street, opposite the green. In 1915 Mr. Henry H. Hilton, 1890, of Chicago, a trustee, provided funds for the purchase of the property of the Hanover Country Club, and in subsequent years he contributed additional money for the enlargement of the golf course, now the property of the college and administered by the institution. The name Hilton Field was given to the tract. In addition to buildings acquired through gifts, the college expended in 1912 \$40,000 from its own resources to remodel Wentworth Hall and to convert it into a recitation building, \$23,000 in the same year to extend the transepts of Rollins Chapel, whereby the seating capacity of the building was increased to 1179, and in 1915 \$40,000 for the erection of a college shop and

storehouse. In 1910 the dormitory called South Fayerweather was burned, the disaster taking place upon one of the coldest nights of the winter. All the students who were rooming in the building were fortunate enough to escape, although, in some cases, by the narrowest of margins. The attention of the authorities was thereby forcibly drawn to the necessity of fire-resisting construction in the planning of dormitories, and the structures built after this time were designed with a higher regard for the factor of safety. Three dormitories were added during the period; North and South Massachusetts, accommodating, together, 130 men, built in 1912 at an expense of \$152,000, and Hitchcock, the first building to be placed upon the recently acquired Hitchcock estate, constructed in 1913 at a cost of \$110,000 and accommodating 92 students. During this period, also, the college, in conjunction with the village precinct, took over the Pine Park from the private corporation which had originally acquired it, and it also completed its ownership of the square north of the green by purchasing the only house in that area not at that time in its possession.

The college accounts for each of the years of Dr. Nichols' administration showed a deficit, the total for the period amounting to \$57,602, an average of \$8,228 for each year. In all but two of these years, however, the adverse balance was small. The income and expenditure in the last year of his term had risen to about \$400,000, as contrasted with \$284,000 at its beginning. In 1913 the charge for tuition was increased from \$125 to \$140, while in the following year an extra fee of \$5 was imposed for each semester hour in excess of fifteen carried by a student in any one semester. Through land purchases and other transactions which seemed to be absolutely requisite, a debt of considerable size was incurred, amounting in 1914 to \$247,000. About \$70,000 of this amount was covered by income-producing property (the heating plant), which of itself took care of interest charges, but the remainder was a drain upon college funds.

During this period a more workable organization was given to the alumni body by the formation of the Dartmouth Alumni Council, the impetus to the organization of which came largely from the efforts of Ernest M. Hopkins, 1901. The general Alumni Associa-

tion met too seldom, and its meetings were attended by too small a proportion of the entire body of graduates, to make it particularly useful or effective, while the local associations were too limited in their scope to be of the highest service. It was considered imperative that an organization should be formed which should be closely in touch with the administration of the college on the one hand and with the various alumni associations on the other, and which should serve as an effective medium of communication between the active college and its graduates, as well as a group through the activities of which alumni sentiment might be crystallized and expressed. The institution of such a body was recommended by the class secretaries at their annual meeting in 1911, the principle of it was approved by the general Alumni Association at its Commencement meeting in June of that year, a constitution was drawn up and approved at the next annual meeting of the secretaries, the alumni, as a whole, approved that constitution almost unanimously by mail ballot in 1912, and the new body, elected in the interim, held its first meeting at Philadelphia on November 7, 1913. The Council consists of twenty-eight members, selected to represent geographical districts, and holds regular meetings twice a year. To its general functions described above, from time to time certain specific duties have been added, which have increased as the usefulness of the organization has become more and more apparent. In 1915 the nomination and election of alumni trustees was placed in the hands of the Council, although provision is made for independent nominations and a general election if any considerable body of the graduates desires such a step to be taken. In 1914 the Council assumed responsibility for the collection of the Tucker Alumni Fund. That movement, as has already been stated, was devised in 1906 for the raising of money for the provision of scholarships. In the last three years of Dr. Tucker's administration about \$15,000 had been contributed to it, but in the early years of Dr. Nichols' term the annual return had fallen off somewhat, amounting to between \$3,000 and \$4,000 each year. With the assumption of the management of the enterprise by the Council, better results were obtained, the amount subscribed rising in the last year of the administration to over \$12,000. During these seven years the total amount received from

this source was about \$40,000. A change was also made in the utilization of the fund. As originally planned, the returns were to be held as capital, the income to be employed for the payment of scholarship grants. At this time it was determined to devote whatever portion of the fund might be required to the payment of the general expenses of the college, and the deficits of the last two years of Dr. Nichols' administration were cared for in this way. That was the beginning of a policy of college finance almost revolutionary in its nature, and was to become of the highest importance in the years which followed.

A number of persons of high importance to the institution, in faculty and administrative positions, fell from the ranks during this time. David Collin Wells, Professor of Sociology since 1893, died in 1911, while in the same year two members of the mathematics department, long in the service of the college, retired; Thomas W. D. Worthen, who began his work in 1874, and Frank A. Sherman who became professor in the Chandler School in 1871. Charles F. Richardson, 1871, who, since his appointment as Professor of English in 1882, had enjoyed a high popularity among successive generations of undergraduates, also retired at this time. In 1913 Charles F. Emerson, who had served in the department of physics since 1868 and who became the first Dean of the college in 1893, also retired. He was succeeded by Craven Laycock, 1896, previously for two years Assistant Dean and since 1897 Professor of Oratory. In 1916 three men who had been highly influential in the affairs of the college gave up their active work for the institution; John K. Lord, for forty-seven years a member of the department of Latin, who, however, continued his services to the college as trustee until his death in 1926; James F. Colby, Professor of Law since 1885, and Charles P. Chase, treasurer since 1890. Mr. Chase was succeeded as financial officer by Halsey C. Edgerton, 1906. In 1913 an office in existence during the administration of John Wheelock under the name of "financier" was revived by the appointment of Homer E. Keyes, 1900, then Professor of Fine Arts, as business director.

Faculty salaries were subject to a moderate increase, the added compensation, for the most part, being restricted to full professors.

In 1911 the salaries of most of the teachers who were heads of departments were fixed at \$3000, while at the end of the period the maximum was \$3600. Faculty convenience was also served in a minor way by the establishment in 1910 of a Graduates' Club, which, for a time, was assigned quarters in the house formerly owned by Senator Patterson, but then in possession of the college.

No marked changes occurred in the curriculum or in the requirements for admission. The tendency toward automatic disciplinary action in cases of low scholarship was intensified. The number of separations at the end of the first semester of freshman year steadily increased, but disciplinary action was not restricted to that period. These separations were entirely justifiable, but, nevertheless, they did indicate the possibility of maladjustment or failure in the system of admission. In 1911 an attempt was made to bring further pressure for more effective work upon men in the lower grade by limiting the number of courses in which credit could be gained by the attainment of the minimum passing mark, while in the same year an attempt was made to stimulate and encourage undergraduates of high rank by granting to them unlimited "cuts." In 1909 the endeavor was also made to increase the attractiveness of high scholarship by holding a general college meeting under the name of "honor night" at the beginning of each year; an occasion upon which prominence was given to those students who had done well during the preceding period. This ceremony was hardly effective in accomplishing the purpose for which it was designed, because so few of the students attended it, and the experiment was soon given up. In the following year a system of advisers was instituted, with the design of bringing each student into friendly relation with some member of the faculty, assigned to him as a counselor. The relationship thus imposed was too artificial to have much vitality, and the system was abandoned upon Dr. Nichols' departure. In 1915 the percentage method of grading was replaced by a literal system, in which a certain number of points were attached to each grade, and the requirement imposed that a fixed number of these points (as well as the former number of semester hours) must be accumulated by the student as a prerequisite to the award of the degree. In this way too large a proportion of marks in the lower levels was sup-

posedly guarded against. In 1914 the college withdrew from the New England Certificate Board, on account of the interference resulting from such membership with the relation of the institution to the preparatory schools of New Hampshire, and of the obligation of Dartmouth resulting from legislative grants. The character of the entering candidates seems not to have been materially altered as a result of the change. Student agitation directed against compulsory chapel was rife during the period, but the president and the trustees strongly opposed any modification of the requirement traditional to the college from the days of its origin. It could hardly be said, however, that compulsion in attendance resulted in an attitude on the part of the undergraduates which was in all respects fortunate.

The athletic situation was not materially changed. The expansion of college sport, from the material point of view, was plainly on its way. Thus the athletic accounts of 1911, in marked contrast to those in the earlier years, show receipts of \$43,000 and a surplus of \$3,000. Football by now tended to support the other varieties of sport, with net earnings of \$14,000. In 1912 non-athletic activities were put upon a more businesslike basis by the organization of a Council on Student Organizations. Beginning with 1913, dramatics began to assume a more important role in the interests of the undergraduates, largely as a result of the organizing ability of Walter F. Wanger, 1915; a position in the life of the college which they have never lost. Of a different order from purely undergraduate dramatics was an ambitious and successful production in Greek of *Oedipus Tyrannus* in 1910, given under the auspices of the classical departments. The Dartmouth Christian Association was more active than had generally been the case, sponsoring elaborate evangelistic campaigns each year and doing much deputation work in neighboring towns. In 1915 it abandoned Bartlett Hall, which had been specially built for it, and took up its quarters in College Hall, as nearer to the daily life of the students. In 1910 *The Dartmouth* began to appear three times a week instead of two. *The Dartmouth Literary Monthly* gave up the ghost in the fall of 1912, but was replaced in December of that year by a publication of similar aims, called *The Bema*. The fraternity situation in the college was re-

garded by President Nichols with marked disapproval. Records invariably showed that the scholastic standing of fraternity members was, on the average, lower than that of students not belonging to these organizations, and this condition was not looked upon with any marked degree of contrition by the fraternities themselves. Moreover, constant disagreement and wrangling between the various groups continued to be in evidence, as well as a failure to observe rules which the organizations themselves had drawn up for the conduct of "chinning" campaigns. At this time, however, fully half of the undergraduates were non-fraternity men. Dr. Nichols regarded that state of affairs as highly satisfactory and entirely worthy of preservation. Accordingly, he refused to allow new fraternal organizations to enter the college. When in 1914 Lambda Chi Alpha instituted a new chapter, he required the members of the group to suspend their attempts at organization at once. An innovation in the college was the introduction of freshman caps at the beginning of the year 1911-12, a custom which has continued to the present day. In 1914 a society called The Arts was founded, which has come to be a permanent feature of college life.

Perhaps the most important event in Dr. Nichols' administration was the founding of the Dartmouth Outing Club. In *The Dartmouth* of December 7, 1909, in answer to the query, "What is there to do at Dartmouth in the winter?", Fred H. Harris, 1911, suggested the formation of a ski and snowshoe club, which should stimulate interest in outdoor winter sports, which should take charge of short runs and longer excursions, and which should build a ski jump and assume charge of a winter field day. The suggestion met with an immediate and hearty response, and on December 17 the Dartmouth Outing Club was formally organized, which opened its activities by holding a winter field meet in the following February. In the succeeding year the movement was much accelerated. A cabin at some point within a convenient distance of Hanover was suggested, and *The Dartmouth* was so optimistic as to say, "Bolder minds even hope for a chain of cabins which shall extend to the Dartmouth grant." In the winter of 1911 the first winter carnival was held, and the first official party made the ascent of Mount Washington. In 1913 the first of the chain of cabins was erected, located

at Moose Mountain, some seven miles from the college. The movement soon attracted the attention of the alumni and received from some of the graduates moral encouragement and material support. In particular, the Reverend John E. Johnson, 1866, became enthusiastic concerning the enterprise, and gave to the organization sites for cabins in Littleton, at Cube Mountain, at Agassiz Basin, and at Glenclyffe. Upon one of them (at Cube) a second cabin was built in the fall of 1913. This was but the beginning of a series of benefactions from Mr. Johnson to the new club. By the close of the period the organization had taken its place as an outstanding institution of the college.

Perhaps no movement so simple in its conception eventually attained more important results. In the earlier days, the winter in Hanover was, in general, a time of hibernation to the student; he moved out of doors only when positive necessity compelled such action. The long, cold season was regarded as one of the unfortunate liabilities of the college, unavoidable on account of its geographical situation, and much to be deplored. Beginning with this time, that liability was converted into an highly valued asset. The winter became an occasion for out-of-door activity even more useful than that afforded by the summer months. Various types of competitive winter sports had their place in the new program, but to the man not interested in contests of this type, short afternoon tramps on skis or longer week-end excursions, with the revelation which they afforded of the beauties of the winter scene, with the glow engendered by exercise in the sharp winter air, with the companionship resulting from the spontaneous formation of congenial groups, became a resource for enjoyment unsurpassed by any which the institution could afford. That was a resource which the student of former years had almost entirely failed to realize, although it had always been at his disposal. The resulting improvement in student health was marked, the improvement in morale was even more significant. Furthermore, these activities attracted attention in regions far distant from Hanover, they presented a moving appeal to boys and their parents in the most diverse quarters and the drawing power of the institution was notably increased by its new repute as the winter college. While, in the course of time, the original

spontaneous enthusiasm for the movement has not, perhaps, been maintained to its full extent so that the Outing Club is regarded more as a matter of course; nevertheless, to this day, its activities, now highly organized, continue to be a most attractive feature of the life of Dartmouth, and one shared by few of its sister colleges.

With the outbreak of the World War, the attention of the college was drawn to measures for relief and assistance. In March, 1915, a subscription campaign was organized with the purpose of sending an ambulance unit to France and \$2,100 was secured from students and faculty as a result of the movement. Thereby two ambulances were endowed and four undergraduates were enrolled to take charge of them. On December 25, 1915, one of these men, Richard N. Hall, 1915, was killed by a German shell while in the performance of his duty. He seems to have been the first of American college undergraduates to lay down his life in the war. In the year 1915-16 (before the entrance of the United States into the contest) a demand arose among the undergraduates for military training in the college and about 150 of them expressed the desire of entering upon such work. At once, the widest difference of opinion arose concerning that issue, and a controversy, marked by acrimonious discussion in the college press and elsewhere, ensued. The trustees decided that such work, as a matter either of compulsion or of elective credit, ought not to form a part of the college course at that time, although they were willing to assist in the formation of a battalion upon a purely voluntary basis. Accordingly, such a company was instituted in February, 1916, under the leadership of Emerson C. Ward, 1917. About 125 were enrolled in it and drill was continued through the spring. The majority of the students, however, seem to have been averse to the movement. The faculty was also divided upon the issue, and a proposal to award college credits for work done in the summer at the military training camp at Plattsburg aroused heated discussion and passed that body only by the narrowest of margins.

The course of the medical school was materially modified by a vote of the trustees passed in the spring of 1913, by which it was decreed that after 1914 no more medical degrees should be given by the institution, and that the course of the school should be restricted

to the work covered by the first two years of medical training. The compelling reason for this radical change was the scarcity of clinical facilities in Hanover and the impossibility of meeting the increasing demands for a medical school of high grade without access to a larger number of patients than was available at that time. The first two years of the course, mainly concerned with laboratory instruction, could be carried on as effectively at Hanover as elsewhere. This policy has continued to the present day. The Thayer School in 1912 took possession of Bissell Hall, which had been subjected to a radical process of reconstruction at an expense of \$20,000. The enrollment of the school tended somewhat to decline during the period. The Tuck School, on the other hand, increased in numbers, the attendance rising from 35 to 88. In 1911 it sponsored an important conference upon the then novel theories of scientific management, which attracted wide attention, with Dr. Harlow S. Person, director of the school, in charge. Financial responsibility for the summer session was assumed by the trustees in 1912, and Dr. Walter V. Bingham, of the psychology department of the college, was appointed as director. Attendance rose to as high a figure as 294 in 1913, but the institution was not looked upon with favor by all members of the faculty; the objection in some cases being based upon the refuge offered by the courses of the school to undergraduates who had failed in the regular work of the college year, while in others there was a measure of reluctance to admit that instruction in such subjects as æsthetic dancing could be on a parity with the work of a real college. The first of these objections was removed in 1915 by excluding college incompetents from admission to the school. The session was finally discontinued in 1919. Moor's School, as an organization, disappeared during this period. The assent of the legislature of Vermont having been gained to that measure in 1913, the funds of the school were turned over to the college by an order of the Supreme Court of New Hampshire in 1915 and, after having endured for 145 years, the school ceased to exist.

Mention should be made of the really marked and not entirely fortunate change in the life of the undergraduates which was brought about by the introduction of moving pictures into Hanover, by the erection of the "Nugget" in 1916.

On November 22, 1915, President Nichols submitted his resignation to the board, to take effect at the close of the college year. He had decided to return to the scientific work which had occupied him up to the time of his assumption of the presidency, and took up the position of Professor of Physics in Yale University at the beginning of the following college year. In 1920 he exchanged this office for that of director of pure science in the Nela Research Laboratories of the General Electric Company at Cleveland. In 1921 he became president of the Massachusetts Institute of Technology, but ill-health compelled his resignation shortly after he assumed the office, and he then returned to his work at Cleveland. He died very suddenly while addressing a scientific gathering in Washington on April 29, 1924.

In June, 1916, the trustees elected to the presidency Ernest Martin Hopkins who was born in Dunbarton, New Hampshire, on November 6, 1877, and who was a graduate of the institution in the class of 1901. Immediately upon his graduation Dr. Hopkins became secretary to President Tucker and later was advanced to the position of secretary of the college. In 1910 he resigned to devote himself to business, and achieved much success in that branch of commercial organization, then newly coming into prominence, having to do with personnel.

The selection of President Hopkins marked an almost revolutionary change in the policy of the trustees. Except for John Wheelock, the choice of whom had been dictated by his father, all the previous presidents, except one, had been ministers, supposedly, and generally really, inspired by the scholarly tastes which all men of that profession are assumed to have formed. While President Nichols was not a clergyman, his activity in the line of scientific investigation placed him in the class of those from whom, from the point of view of technical scholarship, a choice might reasonably be made. The attainments of the new president were not of that order. In one way he was obviously better fitted for the office than almost any other person who could have been named. His long and intimate association with Dr. Tucker had given to him a more detailed insight into college administration, and a better appreciation of the delicate inter-relation of the various parts of its organization

than anyone else could have. But in the restricted field of technical scholarship he had no particular claim to distinction, the careful study and research necessary for the formulation and initiation of business policies not being generally regarded as scholarly in their character. As a result, while his election to the presidency was hailed by a large portion of the constituency of the college (and, particularly, by those who knew him best), with high enthusiasm, many connected with the institution greeted it with some measure of doubt, while a few expressed an active and rather intense opposition. Perhaps no better testimony to the wisdom of the trustees in making the appointment can be offered, than the fact that, within a time remarkably short, by his skill and tact in the conduct of the office, by his vision, by his executive efficiency, and by his complete absorption in the ideals of Dartmouth, the new head of the college had conciliated practically all his opponents, and had converted those who had regarded his selection with some doubt into vigorous supporters of his policies. Very soon all branches of the institution were working together behind him with complete harmony and real enthusiasm, so that a unity was achieved not inferior to that which characterized the administration of Dr. Tucker.

The early years of President Hopkins' term were marked by the crisis which confronted the college as a result of the entry of the United States into the World War. Such periods of stress have always been times of trial to educational institutions, as the earlier history of the college has shown, but this upheaval was far more serious than any which had been confronted in previous times. At the beginning of the academic year 1916-17 about 1500 students were enrolled in all branches of the college, the largest attendance which, up to that time, had been attained. Voluntary military training was not resumed in that year and the undergraduate body, as a whole, showed little enthusiasm for the various theories of preparedness, then the subject of such acrimonious debate. With the entrance of the United States into the war in the spring of 1917, as if by magic the entire spirit of the students was changed. The general feeling was that of unrest, academic duties were regarded with impatience, and an intense eagerness to enter active service in the quickest possible way became the one obsession of the undergraduate group. A

large portion of them left college within a few weeks of the declaration of war for enrollment in the ambulance service, in officers' training camps and in other forms of activity which gave the most promise of early participation in active hostilities. Those who remained in college united in the demand for an opportunity for military training. At the time it did not seem feasible to place such work under the auspices of the War Department, as a branch of the Reserve Officers' Training Corps, and, accordingly, the trustees undertook the task of providing military training at the expense of the college itself, at first under the direction of Captain Porter Chase, of the First Corps of Cadets at Boston, and later under Captain Louis Keene of the Canadian Expeditionary Forces and Lieutenant John S. Pickett, of the Massachusetts National Guard. Almost at once over 1000 students were enrolled in the new organization, composed of three battalions, with twelve companies, which drilled, at first, two hours, and later four hours a day. In May, a Military Stores Course was organized by the Tuck School, under the auspices of the Ordnance Division of the War Department, in which students were trained in the details of the service of supply. Each session of this school lasted six weeks, and six of these sessions were held, the work being discontinued in May, 1918, when different plans were adopted by the War Department for this type of instruction. In all, 500 men, representing fifty different colleges, partook of the instruction afforded by these courses.

The college year 1917-18 began with a student attendance of less than 1000. Military instruction, still under the auspices of the college and under the direction of Captain Keene, was required of all freshmen, while voluntary sections were organized for upper classmen. The work was not considered to be satisfactory in all respects and those who were required to take it were somewhat doubtful of its effectiveness, but it continued through the year. Nearly all extracurricular activities were diminished or given up entirely, and students were continually leaving the institution to enter active service. Commencement was moved forward to May 27, recalling a similar expedient under the first president of the college during the Revolutionary War, although, in this case, the period of active

instruction was not actually shortened, the time gained being at the expense of vacations and holidays.

On June 25, 1918, a Training Detachment of the National Army was placed in Hanover for instruction in telephone work, motor repair, radio, carpentry and cement construction. Drafted men to the number of 272 were assigned to this course, under the command of Captain Max Patterson, with the teachers of the Thayer School in charge of the instruction. Two months later a similar group took the place of the first, and plans had been laid for doubling the number in the third group on October 25; plans which were interfered with by an epidemic of influenza. The men were housed in the gymnasium and opportunities for contact were such that the sweep of the disease, when it attacked the town in September, was alarming, although in no way so serious as was the experience of those herded together in the great military camps. By this time the undergraduate students had returned for the academic year 1918-19, and the authorities adopted vigorous measures, including a cessation of indoor work for two weeks, to combat the epidemic. Conditions in the training detachment were serious and a large proportion of the members of that group took the disease, but, in the end, only ten of them died. Five students also succumbed to the malady.

As the year 1918-19 approached, it seemed doubtful if any college would assemble at all. The national selective service act had resulted in the enrollment in the army of most men of college age, and the work of college education seemed, of necessity, to be about to lapse into abeyance. However, the establishment of the Students' Army Training Corps enabled colleges and universities to continue their activities in a limited way. In September about 750 undergraduates presented themselves, more than half of whom were freshmen, with only 68 seniors in attendance. No lessening of entrance requirements was made by the college to meet this crisis (a policy adopted by many institutions) and all candidates were required to present the usual credentials in full. On October 1, the Students' Army Training Corps was installed. All undergraduates over 18, who were physically fit, were enrolled in the army of the United States and were thenceforth subject to strict military discipline. In this category were 612 men, including 85 in the naval section. Men

under eighteen, of whom there were 109, were also subject to military rules, but they were not mustered into the service and received no compensation from the government. Captain Max Patterson, who was already in Hanover in charge of the training detachment and who was later raised to the rank of major, was placed in command of the unit, while from fifteen to eighteen commissioned officers, besides four ensigns for the naval unit, constituted his assistants. The men thus enrolled received the usual pay and subsistence of privates in the army, they ate in the commons, run as an army mess hall, they lived in the dormitories, treated as barracks, they studied during fixed study hours, which were strictly supervised, they drilled for a large portion of the day, and, altogether, they were subjected to a routine as different from the ordinary life of the college undergraduate as can well be imagined. Fraternity houses were closed and fraternity meetings were forbidden. General college "activities" were discontinued, although a mild form of athletics was allowed. The college year was divided into quarters of twelve weeks each. According to the plan which was evolved, men twenty years of age were to be allowed to remain for one quarter only, those of nineteen, two quarters, while those of eighteen could look forward to three quarters. In general, the studies were those usual to the college, although two special military courses were required of all, one on the causes and aims of the war, and the other on military sanitation. These courses were in charge of selected members of the faculty. The department of chemistry also gave an intensive course of chemical training, in accordance with recommendations of the government, to prepare men quickly for the scientific work then so much in demand.

On the whole, the arrangement, which obviously bristled with opportunities for friction, worked more smoothly than might have been anticipated, and much more smoothly than was the case in many of the institutions to which it was applied. Of course, difficulties and disagreements arose, but they were usually settled in a manner satisfactory to everyone concerned. That this spirit of harmony prevailed was very largely due to the good sense and readiness for co-operation of the commanding officer, Major Patterson, and of his subordinates. The students performed their duties with

reasonable cheerfulness, although it cannot be said that they wholly enjoyed the experience. Only after the declaration of the armistice was a distinct feeling of unrest observable, which was soon assuaged by the prompt demobilization of the unit on December 14 and 16. The resumption of the ordinary work of the college was a matter of some difficulty because of the disruption of the normal schedule, and the adjustments which were required to fit the courses taken in the wartime interregnum to the ordinary studies carried during the remainder of the year were troublesome to arrange, although the fact that the institution had not at any time admitted men who did not present the usual entrance credentials in full greatly facilitated the resumption of ordinary college activities. Students who had been enrolled in the military service outside Hanover began to return as soon as hostilities were over. The trustees were liberal in assigning college credits for time actually occupied in military service, and, for the most part, degrees were secured by these men in the same time which would have been demanded had they remained in Hanover.

The faculty, likewise, participated in the activities which were required by the crisis of the war. Fifty-one of them were engaged in work of this kind, most of it in absence from Hanover. From January to September, 1918, President Hopkins was assistant to the Secretary of War in charge of industrial relations. The total number of Dartmouth students and alumni enrolled in the service was 3407, of whom 695 were members of the Students' Army Training Corps. The number of commissioned officers was 1061. Those who died during their term of service were 111, of whom 57 were killed or died of wounds, while 54 died of disease.

The problem of financing the college during the period of rapid decline in student attendance was one of great difficulty and required the most careful management on the part of the trustees, but it was solved with much greater success than had been the case in other emergencies of this type with which the college had been confronted. In looking forward to the college year 1917-18, a deficit of \$110,000 was anticipated, but, by careful management, it was found at the close of the year actually to amount to only \$50,000. The solution of the problem of meeting this deficiency was in the Tucker

Alumni Fund. The maximum yield in any one year from this source had never been much over \$20,000. In this crisis, far larger amounts were required. An intensive appeal to the graduates, stressing the obvious emergency with which the college was confronted, brought an immediate response. The amount contributed in 1917-18, \$66,412, was more than three times greater than any preceding amount, and was enough, not only to take care of the deficit, but to add somewhat to the principal of the endowment. In the following year, 1918-19, the return received from the government in payment for the services of the colleges in the conduct of the Students' Army Training Corps and the other branches of military activity centering in Hanover made the financial problem less difficult than it otherwise would have been. The sum of these payments was \$179,480. From this total, \$104,385, expended for subsistence and other expenses of maintenance, was to be deducted, leaving about \$75,000 available for the educational expenses of the institution. The deficit at the end of the year was only \$19,000, which was also met from the receipts of the Tucker Fund. Provision was also made by capital gifts, largely from Mr. Edward Tuck, for taking care of the rapid rise in the cost of living to members of the faculty resulting from the war, and substantial temporary increases were made in the compensations of all members of the teaching staff who were not already in receipt of the maximum amounts provided by the normal salary scale.

While the number of students in residence in the college at any one time during the two years of the war was always under 1000, the cessation of hostilities exposed all institutions, Dartmouth among others, to an unexpected and embarrassing flow of entering students, which tested facilities to the utmost. In the fall of 1919, 698 members were admitted to the freshman class, while for 100 more, who were properly qualified, no room could be found. At the beginning of 1920 the pressure was much worse and on April 30 the entrance lists had to be closed for the year, with more than 1000 applicants, of whom only 624 could finally be accepted. In 1921 it was found necessary to close the lists as early as February 8, when 1200 applications had been received, less than half of whom could be admitted. The total registration

of the academic college in 1919-20 was 1678, in the following year it was 1830, and in the next, 1938.

It became very evident to the trustees that some step must be taken to control this inflow of students and to prevent the institution from being overwhelmed by the mere weight of numbers. A more efficient method than mere priority of application was urgently required for proper selection, from the horde who were applying for admission, of the men actually to be received. The trustees determined to solve this problem themselves, without formal consultation with the faculty. As a preliminary step, the policy of expansion established in Dr. Tucker's time was abandoned, and a limitation of the undergraduate college to 2000 students was definitely fixed upon. In determining how that limitation should be made effective, an obvious method was the imposition of entrance examinations upon all candidates, perhaps competitively applied. That proposal was rejected because of the belief of the board that tests of this character are inadequate measures of the attainments and character of the individual, as well as unfortunate in their influence upon the student in his preparatory course, and upon the preparatory school itself. Accordingly, the board determined that the method of admission by certification should be retained. In the fall of 1921 the plan for a selective system of admissions was ready, and after much discussion it was adopted by the trustees on October 28. As a prerequisite to the consideration of any candidate, he was required to present the same credentials of scholarship as those already in vogue. That step, however, was merely the starting point. Information concerning the personality and character of the candidate was also required; this being obtained from various independent sources including among others the report of committees of the alumni, which in various centers interviewed personally each candidate. Upon this basis of information, a careful consideration of the qualifications of the prospective freshmen was undertaken by an officer of the college especially assigned to that work. By him the applicants were divided into preferential classes. In the first class were placed those applicants whose recommendations indicated superior scholarship, and such men were admitted without question and with no further

test. In another class came applicants who stood in some special relation to the college, such as residents of New Hampshire or sons of alumni. Students coming from a distance were thought by that very fact to show some degree of initiative and independence, consequently applicants who resided south of the Potomac or west of the Mississippi were given some degree of preference. With the remainder, who seemed to be on practically the same academic level, attention was paid to qualities and interests which were not strictly scholastic, and the boy who could show some decided hobby or indicated individual initiative of various types was given preference over a competitor of the same scholastic rating who could lay claim to no such qualities. The new system went into effect with the class entering in 1922. The results of it will be discussed later in this chapter. In general, the limitation of student numbers to 2000 has been observed with a fair degree of uniformity, although, in very recent years, the enrollment has risen a bit above that figure. The maximum attendance came in 1930-31, with an enrollment of 2247 in the academic college and 2324 in all branches of the institution.

Not only did the growth in student numbers require, in itself, a large increase of funds, but the fact that the actual endowment, always inadequate for the institution, had been further diminished in purchasing power by the increase of commodity prices following the war, made it imperative that large increases should be made in the resources of the college. That increase, in considerable measure, has been attained. The principal additions to the endowment which thus far have come to the college during the term of President Hopkins are as follows: In 1916 Mr. Wallace F. Robinson added \$75,000 to his previous gift for the endowment of Robinson Hall. In 1917 Mr. Henry L. Moore, 1877, of Minneapolis, a trustee, gave \$66,500 in memory of his son Guernsey Center Moore, 1904, to be applied in part to the endowment of a special lectureship and in part for the use of the department of fine arts. In 1918 Mrs. Margaret Olivia Sage, of New York, bequeathed to the institution a share in her estate, from which the sum of \$803,000 has been realized. The application of this fund is unrestricted. In 1919 progress was made in a reverse direction by the sale of all the remaining real estate in Lowell belonging to the Tappan Wentworth estate, whereby the

value of the fund was reduced to \$391,000 (although all of it was then invested in good securities). In the years since that time it has been brought back to \$467,000 by the accumulation of income and will soon reach again the prescribed sum of \$500,000. In 1920 the estate of Mrs. Alice Hamilton Smith of Durham, New Hampshire, yielded \$128,000 for general purposes. In the same year a bequest was made by Mr. Theodore N. Vail, from which about \$101,000 has been obtained. Likewise in that year the college was remembered in the will of Mr. Benjamin A. Kimball, 1854, of Concord, New Hampshire, for many years a trustee. In this case, however, the property did not come directly to the college, the capital sum being held by independent trustees, but a certain portion of the return is paid annually to the institution. The income now obtained makes the gift equivalent to a capital of \$300,000. A portion of the annual payments must be devoted to the support of a Professor of Administration, the remainder is applied to general purposes of instruction. In 1921 Mr. Edmund C. Converse of Greenwich, Connecticut, left \$50,000 to the scholarship funds. Through the death of Mrs. Helen L. Bullard in 1923, the bequest left to the institution by her husband, Mr. Harold C. Bullard, 1884, became available, although the money was not finally received until 1928. It amounted to \$242,000 and was applied to general endowment. In the same year Colonel Francis L. Town, 1856, of San Antonio, Texas, bequeathed \$250,000, also for general purposes. In 1923 Mr. Randolph McNutt, 1871, of Buffalo, New York, gave \$50,000 for an endowment of the Hanover Inn. In 1924 Mr. Frank S. Streeter, 1874, of Concord, left an unrestricted bequest of \$50,000. In 1928 the General Education Board gave \$750,000 for the endowment of the honors courses, under the condition, however, that an equal amount should be obtained from some other source, an obligation which was met at once by the gift of \$750,000 by an anonymous donor. In the same year Mr. Edwin W. Sanborn, 1878, of New York (son of Professor Edwin D. Sanborn, so long a member of the faculty) bequeathed to the college his entire estate, which amounted to \$1,741,000. Of this total, \$325,000 was devoted to improvement of the educational plant (the construction of the Sanborn English House), while the remainder was set aside as an endowment for the purchase of books for the

library. In the same year Mrs. Florence L. Johnson, widow of William P. Johnson, 1880, of San Francisco, gave \$100,000 to the scholarship funds, Mr. Charles F. Brooker of Ansonia, Connecticut, gave \$123,000 for the same purpose, and Mr. Edmund Hayes, 1873, of Buffalo, New York, bequeathed \$232,000 for general purposes. In 1930 Mr. George F. Baker, of New York, gave \$1,000,000, the income to provide for the running expenses of the Baker Library, the erection of which he had made possible two years before. In the same year Mr. Richard C. Campbell, 1886, of Denver, Colorado, bequeathed \$100,000, the use of which was unrestricted. Two funds from anonymous donors are also recorded on the books of the treasurer, the first of which, for the most part, has been applied for educational plant, and the second, amounting to \$725,000, is subject to an annuity during the life of the donor. Finally, the various gifts of Mr. Edward Tuck, 1862, which were scattered through the entire period, have so increased his benefactions for endowment that they are now valued on the treasurer's books at \$3,419,000, besides other gifts to the amount of nearly \$1,000,000 expended upon college plant. These generous gifts from Dartmouth's greatest benefactor have been of major significance in their timeliness, as well as in their munificence. Of a somewhat different order are the returns from the second college grant. In 1920 the trustees made a contract with the Brown Company of Berlin, New Hampshire, for the cutting of all the timber on the tract, for use as pulp wood. The operation is now practically complete. The return is not regarded as endowment from the capital of which no expenditure can be made, but, rather, as a reserve fund the use of which may be distributed over a period of forty years. It is the theory that by the end of that period the crop of pulp wood will have renewed itself, and a second yield at least equal to the first will be available. The gross receipts from the contract have been \$1,570,000, and the fund, according to the treasurer's report of 1930, is now valued at \$1,256,000.

As a result of these additions to the funds of the college, as well as of numerous gifts of smaller amounts, the endowment increased from \$4,184,586 in 1916, the last year of President Nichols' administration, to \$14,780,528 in 1930.

The increase in the investment in college plant has also been large. In 1917 the bequest of Elijah M. Topliff, made a number of years before, became available. It amounted to about \$240,000 and was applied to various purposes having to do with the improvement and the extension of the college plant. In 1919 Governor Roland H. Spaulding, of Rochester, New Hampshire, offered to provide a swimming pool for the institution. The building was completed during the following year at a cost of \$142,000. Of that amount, \$137,000 was provided by Mr. Spaulding, while the shower room, costing \$5,000, was a memorial to Stanley B. Hill, 1918. In the same year a campaign was instituted to enlarge and improve the Alumni Athletic Field, as a memorial to the Dartmouth men who lost their lives in the war. Subscriptions were asked from the graduates, and in a short time the prospects of a satisfactory outcome were so encouraging that the trustees felt justified in entering upon the project. The area to the east of the existing field was leveled and graded; the old field was carefully regraded and drained and the two combined; a new running track was built; fifteen tennis courts were provided; the whole area was surrounded by an iron fence carried on brick posts; and finally a brick and concrete stand, seating 7200, was built, having in the center a large entrance arch and vestibule, where were placed bronze tablets bearing the names of those who had died in the war. The field was dedicated in November, 1923, and cost \$257,000. Of this amount, \$225,000 was subscribed by alumni, undergraduates and faculty, while the remainder was supplied by the Athletic Council from surplus athletic revenue. In 1921 Mr. Frank S. Streeter, 1874, provided the college with a new organ, which was later added to and extended through further gifts by Mr. Streeter and his son, Thomas W. Streeter, 1904, so that the sum invested in the instrument amounts to \$23,000. In May, 1920, the trustees, aroused by the over-crowded and even dangerous conditions of Culver Hall as a chemical laboratory, determined to erect a new building for that purpose, at an expense of \$400,000. At the time no money for this object was available, and financing of the project was to be carried out by means of loans. The structure was placed on College Street just north of Wilder Hall. It was ready for use in the fall of 1921 and cost, with equipment, \$475,000. In De-

cember, 1920, Mr. Sanford H. Steele, 1870, of New York, a trustee, died leaving to the college a bequest which amounted to \$249,000, to be applied to the cost of the building, which was to constitute a memorial to his brother, Benjamin H. Steele, 1857, and to be named the Steele Chemistry Building. The remainder of the cost was carried on loans until 1928, when a bequest, made many years before by Thomas P. Salter, became available. The proceeds, \$218,000, were sufficient to extinguish the debt. In 1925 a new house was erected for the president at an expense of nearly \$133,000, the gift of Mr. Edward Tuck, 1862. The same donor in 1924 gave about \$58,000 for the reconstruction of Tuck Hall. In 1925 Mr. Howard C. Davis, 1906, gave \$138,000 for the erection of an athletic field house near the gymnasium, while in 1929 he added \$60,500 toward the erection of a hockey rink costing \$69,000, the remainder being provided by the athletic council. In 1926 Mr. Edward K. Hall, 1892, and Mrs. Hall gave a sum which eventually amounted to \$226,000 for the erection of a college infirmary, in memory of their son, Richard Drew Hall, 1927, which was to be called Dick Hall's House. It was built on Rope Ferry Road, north of the Mary Hitchcock Hospital, and is operated in connection with that institution. It forms a singularly attractive and cheerful home for those students who are ill. In 1925 Mr. George F. Baker, of New York, made an unrestricted gift of \$100,000, while in the following year he offered to meet the most serious defect in the equipment of the college by a donation of \$1,000,000 for the construction of a library. The two gifts were combined and the Baker Library, erected in the square north of the green, eventually cost \$1,132,000. It was dedicated at Commencement 1928 and since that time has proved itself a highly serviceable addition to the resources of the college. The tower was provided with a set of chimes, containing fifteen bells, costing \$40,000, the gift of an anonymous donor. The erection of the library necessitated the removal of all buildings on the square north of the green, among others the Butterfield Museum. The demolition of this building deprived the departments of zoology, botany and geology of their home, and a new structure was required for them. It was built in 1927 upon the Hitchcock estate and cost, with equipment, \$468,000. The building was financed by a gift from an anonymous

donor, made some years before. As a part of this equipment, a greenhouse was erected for the department of botany, at an expense of \$46,000, drawn from a bequest of Mr. O. C. Clement, of Corinth, Vermont. In 1928 Mr. Frank P. Carpenter, of Manchester, New Hampshire, provided a building for the department of art, at an expense of \$290,000. It was placed just northwest of the Baker Library and in close proximity to it, while in the corresponding position to the southwest was built in the following year the Sanborn English House, at a cost of \$325,000, drawn from the bequest of Mr. Edwin W. Sanborn, 1878. It was not designed to serve as a recitation hall, but to contain individual studies for the members of the English department and to serve as headquarters for students doing honors work in that department. In 1929 the construction of a new group of buildings for the Tuck School was begun. These structures were located upon the western part of the Hitchcock estate, and were four in number; the central administration building, called Edward Tuck Hall, two dormitories, named Salmon P. Chase and Levi Woodbury Houses, for the two Dartmouth graduates who have served as secretary of the treasury, and a refectory, named for Mrs. Tuck, Julia Stell Hall. From the bequest of Mr. Randolph McNutt, 1871, of Buffalo, New York, amounting to \$366,000, \$112,000 was applied to the older Tuck building (originally the donation of Mr. Tuck), which was renamed McNutt Hall, and this sum was devoted to the new group, but the greater part of the cost (about \$700,000), was supplied by an additional gift of \$600,000 from Mr. Tuck. During the period Mr. Henry H. Hilton, 1892, continued his gifts for the golf course (Hilton Field) the total of his donations amounting in 1930 to \$48,000. In 1927 the Carnegie Corporation made a grant of \$50,000 (\$10,000 a year for five years) for the purchase of books for the department of fine arts. The college also devoted a portion of its own funds to plant improvement, making an entire reconstruction of Thornton Hall in 1924, so that it should be available for recitation purposes, at an expense of \$66,000, and purchasing the old Agricultural College farm in 1921, which together with adjoining property acquired at a later date, cost about \$30,000. A portion of this land was set aside as a field for recreational activities under the name of Chase Field.

As a result of these changes, the value of the educational plant increased from \$1,769,992 in the last year of President Nichols' administration to \$6,781,496 in 1930. In the latter year the total value of all college property, both productive and non-productive, was \$21,942,360.

Other buildings erected during the period were income-producing, and are included in the college endowment stated above. A large addition was made to the Hanover Inn in 1923 at an expense of \$204,000. The following dormitories were constructed: Topliff, in 1919, costing \$355,000; the old Commercial Hotel, purchased in 1922 and refitted for temporary use as a dormitory under the name of South Hall, at an expense of \$31,500; Russell Sage, built in 1923, costing \$176,000; Gile, built in 1927 at an expense of \$208,000; John K. Lord and Streeter Halls, built in 1929, costing, for the two, \$297,000; a set of three dormitories opened in 1930, erected as a unit and named for the first professors of the college, Woodward, Ripley and Smith Halls, costing \$260,000. The type of construction finally adopted, and the colonial style of architecture which was in vogue, were capable of being applied with remarkable economy to dormitory purposes, so that the capital invested per room is much less than is the case in many educational institutions. Large sums were also devoted to rebuilding a number of the older dormitories with the object of making them fire-resisting, and in 1930 no dormitory was in use which dated from a period earlier than the last decade of the nineteenth century, while most of the older structures, even of that period, had been brought into a condition which made them as desirable as those of later date. The heating plant was also rebuilt and oil was substituted for coal as a fuel, with resulting economy and convenience. In 1930 dormitory accommodations were available for 1658 students, of whom 1267 were housed in fire-resistive structures built since 1908, 248 in buildings divided into sections by brick walls and with fire-resistive corridors, while 143 occupied rooms in buildings which are not of such high grade. At that time the value of the dormitories was placed upon the college books as \$1,775,000, while other income-producing real estate in Hanover, including the Hanover Inn, the heating plant and numerous faculty apartments owned by the college, amounted to

\$1,108,000. These investments constituted 19.3% of the total of all invested funds.

Most of the college structures erected in Dr. Nichols' time were designed by Mr. Charles A. Rich, 1875, who had begun his work for the institution in the early days of Dr. Tucker's administration. Those built under President Hopkins were, for the most part, designed by Mr. Jens Fredrick Larson, who maintains an office in Hanover.

The annual cost of college operation increased from \$403,000 in 1915-16 to \$1,811,321 in 1929-30. The greater part of this increase in expense is to be attributed to instruction and administration. In 1915-16 the academic faculty was composed of 95 active teachers while 114 were in service in all branches of the institution. The corresponding numbers for 1930-31 were 247 and 277. The increase in the number of administrative and staff officers and assistants was equally striking, 115 persons being numbered in this category in the year last mentioned. The enlarged expense, however, was not entirely due to the increase in faculty numbers; the necessary rise in the compensations of the individual teachers, coming as a result of the inflated scale of prices after the war, presented in itself a difficult problem for the trustees to solve. It is enough to say that the board did meet it adequately and that the compensations attached to the various grades have been about doubled. As a result of these two sets of conditions, the expenditure for instruction increased in the fourteen years before 1930 from \$245,000 to \$1,080,416 and that for administration from \$43,000 to \$146,000.

In part, this growth in college charges was met by the return from enlarged endowment, but a number of gifts for current use were also received. The annual appropriation from the state of New Hampshire, which had been reduced to \$10,000 in the last years of Dr. Nichols' administration, was increased to \$15,000 in 1917 and remained at that point for four years. After that, however, no further request for legislative aid was made by the trustees. For two years this grant was replaced by an annual award of \$40,000 made by the General Education Board. In 1920 the rate of tuition was raised from \$140 to \$200, in 1921 it became \$250, in 1924, \$300, and in 1926, \$400. The income from students was enlarged thereby

from \$199,000 in 1915-16 to \$796,000 in 1929-30. Despite this sharp upward trend in student fees, the proportion of the college expenses which the undergraduates themselves actually pay decreased during the period from 49.4% to 43.9%, or, if only the expenses of instruction and administration are considered (without regard to the overhead of the institution) the decrease was from 69.1% to 64.9%. With the rise in the tuition rate, a corresponding advance in the scholarship awards became necessary. In 1916 the income from scholarship funds was \$20,500, and the grants actually made amounted to \$25,000. By 1929-30 the scholarship funds had about doubled, yielding an income of \$43,000, but the grants had risen to \$110,000. The difference was made up by appropriations from the income of the second grant. The effective use of this fund was greatly facilitated by an act of the legislature of New Hampshire passed in 1919 permitting the institution to employ for its general purposes that portion of the fund which was not required for the object specified in the original grant, that is, the support of indigent youths from New Hampshire.

In addition to the income from the sources noted above, another means of supply became available to the trustees, which has done much to enable them to administer the college in recent years with a maximum of efficiency. That is the return coming from the Tucker Fund. The effect of this project in enabling the institution to weather without serious strain the financial crisis resulting from the war has already been discussed. The movement did not stop at this point, however. The formation of the Alumni Council and of other organizations of the graduates for which, in the years before his accession to the presidency, Dr. Hopkins had been more responsible than anyone else, now began to yield tangible results. Probably at no time would the alumni have been unresponsive to the financial needs of the college had a sympathetic feeling between them and the administration been intelligently and tactfully fostered and had proper organization been available. Largely by the activities of the president, superimposed upon the beginnings which had been made by Dr. Tucker, that sympathy was secured and that organization provided. In particular, the machinery necessary for the effective prosecution of the annual campaigns for the

Tucker Fund subscriptions was carefully planned. Organized under the auspices of the Alumni Council, with the work of supervision in the hands of a carefully selected committee and the actual solicitation carried out by an agent or agents from each class, the successive campaigns for the collection of the fund have worked smoothly and effectively. The amounts given each year, while subject to minor fluctuations, have steadily increased, reaching a maximum in 1928-29 when almost \$130,000 was subscribed. The most striking feature of the movement lies in the fact that so large a proportion of the graduates of the college are active contributors. Similar funds in other colleges, which possess alumni bodies of larger size and greater wealth, attain greater amounts, but, so far as is known, no fund of this kind numbers among its contributors so large a proportion of those to whom appeals are made.

The availability of this fund has enabled the trustees each year to make plans for the operation of the college to the best possible advantage, without undesirable scrimping or uncomfortable restrictions, and with full confidence that adequate means are at hand for the work considered to be most to its advantage. The returns from the fund, within reasonable limits, may be counted upon each year with as much confidence as is placed upon the return from college investments and student fees. Thus during the first fourteen years of President Hopkins' administration the accumulated "deficits" (taking into consideration only the college income from the latter sources) might be reckoned as \$945,000. But, as a matter of actual fact, it would be entirely misleading to regard these adverse balances as deficits; for in planning the budget of each year the return from the Tucker Fund could be reckoned as an available asset quite as much as could other sources of income. Thus, in these fourteen years the gross return from alumni subscriptions has been \$1,167,000, while the amount received in previous years brings the total to \$1,243,000. From this sum, current "deficits" amounting to \$886,000 have been paid, \$40,000 applied to adverse balances acquired before that time, \$111,000 added to special class funds, \$50,000 paid to cancel the mortgage upon the gymnasium, \$1000 applied annually to a graduate fellowship and about \$117,000 laid aside for purposes of endowment. The debt of the institution to

its alumni for their energy and generosity in carrying on this enterprise is thus expressed by Treasurer Edgerton in his report of 1930.

This has been a wonderful record. All thanks to the Alumni Council, the Alumni Fund Committees, the generously minded alumni who have successively served as Chairman of these Committees; Howland '87, Knight '87, Streeter '04, McDavitt '00, Priddy '15, Morris '11, and Leggett '98, and the thousands of contributors whose interest in and solicitude for the College has made the work of the Committees so wonderfully effective. Most of all, perhaps, appreciation should be expressed to the Class Agents, who, oblivious to self-interest, have devoted year by year thought and time and effort to developing among their classmates the understanding of what the Fund represents and what it does in bulwarking Dartmouth's financial status. Theirs has been a contribution beyond estimate to the welfare of Dartmouth College.

Improvements in the village have kept pace with those in the college. As the size of the institution and of the community increased, the water supply became inadequate at seasons of limited rain, and in 1924-25 a second storage reservoir was placed just above the original one, which had already been enlarged, and the capacity of the system was thereby increased to 300,000,000 gallons. The cost of the enterprise was \$40,000. A number of business structures were erected in the community, the paving of the streets was cared for, the lighting system improved, and new school buildings, a municipal building and a government building provided. The population of the village was considerably increased, and in 1930 that of the town as a whole was in excess of the figures reached in the first half of the nineteenth century, a situation not true of many New Hampshire communities which are not the seats of manufacturing enterprises.

Increase in the material resources of an institution may, however, be of slight avail, if its educational policy tends to be over-conservative and reactionary. A salient feature of President Hopkins' leadership has been his interest in educational advance and his readiness to venture upon promising educational experimenta-

tion. As a result, the institution, which was reckoned as a citadel of conservatism during the greater part of its history, has now come to be considered as especially hospitable to educational movements sometimes regarded as radical in their character. Academic organization has been much improved. In 1921 the board of trustees was made more representative by the passage of an act by the legislature of New Hampshire permitting an increase from five to seven of the number of members of the board selected from outside the state. In 1920 the office of Associate Dean was created, to the incumbent of which were assigned the duties of a personnel officer, and Professor Richard W. Husband was appointed to the position. In 1923 the name was changed to the more descriptive title of Director of Personnel Research. In 1921 Professor E. Gordon Bill was appointed as Dean of Freshmen, and intrusted with the responsibility of administering the selective system of admission and of caring for the scholastic welfare of the freshman class. Since 1924 Dr. William R. P. Emerson, 1892, has served as Medical Consultant in Nutrition and Physical Fitness. Mr. Keyes resigned as business manager in 1921 and the office was not filled after that time, its duties devolving upon the treasurer, whose tasks were lightened in 1926 by the creation of the office of Bursar, to which Mr. Max A. Norton, 1919, was appointed. During a portion of the period a psychiatrist has been employed as a member of the administrative staff.

Two important changes were made in faculty organization. In 1917 the question of academic tenure was acted upon by the board. The business relation of the teacher to the trustees was more definitely formulated and a standing committee of the faculty was instituted to confer with the president in regard to appointments. Each year the faculty selects eight of its own number to serve upon this committee, from whom the president appoints five who, together with the dean, act as a Committee Advisory to the President. All questions of appointments (except to the grade of instructor), promotions and demotions are considered by this committee before being decided upon, although the responsibility of the body is advisory rather than determinative. In 1919 a radical change was made in the organization of departments. The office of head of the department was abolished, and no individual thereafter was intrusted

with the rather arbitrary and far-reaching powers formerly possessed by this officer. Instead, the department as a whole is given the responsibility for the settlement of questions of policy, and the departmental chairman, appointed by the president for a term of two years and usually changed at the end of that period, acts merely as a presiding and administrative officer. This system seems to have operated with a large measure of success.

As has already been indicated, much attention has been given to the processes of admission, beginning with the adoption of the selective system in 1922. The attempt has been made by the administrative authorities to regard admission in a more sensible manner, and less as a question of hide-bound formality, than sometimes has been the case. The principle which has been constantly in mind is that of obtaining candidates who are obviously fitted to do college work and who have taken an adequate preparatory course, with somewhat lessened regard to technicalities of detail. While the ordinary requirements call for the presentation by the candidate of three units of English, three of mathematics, three of a selected foreign language, one of history, the remaining five to be chosen from a list of twenty elective subjects, in 1920 a system of special honor certificates was installed, whereby students in the upper quarter of their class in a preparatory school which enjoys the certificate privilege, who have, in fact, graduated from the school and who present three units in English and three in mathematics, are admitted without question, no matter what their other studies may have been. This is the form of certificate really preferred by the admitting officer, and in recent years about 57% of the members of the entering class bring with them credentials of this type. The installation of the selective process itself was not greeted with entire commendation by all candid critics of the college, and the assertion was even made that it was but a subterfuge to enable the institution unduly to favor the sons of its own graduates and to allow it to recruit promising athletic material with greater ease than otherwise would have been the case. That the first of these objections has little foundation is shown by the fact that sons of alumni have never constituted more than six or seven per cent of the entering class. The second is to this extent justified, that, of two men of the same scholastic

standing (so far as can be determined), the one who has had athletic experience, just as is the one who plays a musical instrument, or who has been active in school journalism, or who has made an extensive collection of postage stamps, or who has shown initiative in any other line, is preferred to the one who has done none of these things, although never to a competitor of higher scholastic promise. If the attempt to obtain athletic material was especially in the minds of those who formulated the system, no very great success has rewarded their efforts, for the college is not distinguished for the number of athletics stars which it obtains from the lower schools.

At first, that part of the selective system which depended on the personal rating of candidates by committees of the alumni did not operate in a manner which was entirely satisfactory, but, as the various alumni groups have learned more of the nature of their task, the care and intelligence which they have displayed have notably increased and the results of such ratings are now unusually significant. Once he is admitted, more care is devoted to an understanding and analysis of the freshman than was formerly the case. Each entering student is required to take a psychological test, and utilization is made of whatever aid toward the understanding of the individual may be available from the results of such tests. The dean of freshmen is aided in his work by a freshman faculty council, composed of instructors who have especially to do with the first year class, and the scholastic progress of the student is carefully watched. To secure some measure of class solidarity, the freshmen since 1919 have been required to eat together in the college commons. Most disturbing in its effect upon the scholarship of the entering students were the annual fraternity elections, formerly held during freshman year. No success having been attained by persuasion in inducing these organizations to agree upon methods more in consonance with the best interests of the entering class, the president finally settled the matter for them in 1924 by forbidding any selection of men in their freshman year, a fiat which was accepted with some grumbling, but with reasonably good grace. As a result of the various measures which have been adopted to improve conditions, and of the increased efficiency of the processes of selection, the number of freshmen separated from the institution at the end of their first semester

on account of scholastic deficiency has decreased to less than a quarter of the number in former years.

The first general revision of the curriculum to take place since 1902 was made in 1919. In general, the philosophy which governed the schedule of studies adopted at that time was something of a reversion to former ideals; the principle that each student should have some acquaintance with a considerable variety of subjects, to be acquired by taking prescribed courses in numerous branches of knowledge. The major of the former curriculum was retained, but the minors were abandoned, and in their place was imposed the prescription of a considerable number of courses in varied lines. As a whole, this curriculum called for a much larger amount of required work than was the common practice in American colleges at the time, although it was not so extensive as had been the case at Dartmouth in former years. A novelty then introduced, which has endured to the present time, was the requirement of two prescribed courses of the orientation variety, by which the freshman was introduced to a general field of knowledge in a less technical way than is ordinarily the custom in courses of a departmental character. The first of these courses, having to do with the social sciences, was originally called "Citizenship," although in recent years its name has been changed to "Introduction to Industrial Society," while the second discussed a special and far-reaching aspect of natural science by a consideration of the problems of evolution in their wider connotations. Each of these courses runs through one semester, and is required of all freshmen. Although subject to the defects common to all courses of this character, in general these experiments may be regarded as having been reasonably successful in attaining the ends at which they aimed. In the same year the requirement was imposed upon the two lower classes that each of their members should engage for a certain number of hours a week in some variety of athletic activity. An athletic field, specially devoted to this purpose, was constructed upon a part of the land acquired in the purchase of the Chase farm, and large additions were made to the staff of instruction for proper supervision of the work. Eventually, sixteen men of full faculty rank (besides a number of assistants) were found to be required for the maintenance of this

department. In later years the Athletic Council has assumed the expense of this work, through appropriations from football earnings.

In 1923 the educational policy of the college was again subjected to an examination, more thorough in character than any which had preceded it. The movement began with a report from the Faculty Committee on Educational Policy in May, in which some doubt was expressed of the entire efficacy of the educational methods in vogue. Through the initiative of the president and the cordial support of the trustees, a searching investigation was entered upon at the beginning of the next college year. The study was carried on by personal investigations of representative institutions in the United States and Great Britain, with an examination of the educational principles in vogue, and especially of movements in these colleges looking toward the improvement of existing conditions and methods. In the spring of 1924 a further step was taken by the institution of an undergraduate committee of twelve members, with William H. Cowley, 1924, as chairman, to report upon the educational system of the college from an undergraduate point of view. The report of this committee was a remarkably effective document in its detachment, maturity and keen analysis of the American college, although, perhaps, the remedies suggested in it did not in all cases commend themselves as entirely practical. It attracted much comment and approval in divers educational quarters. In the fall of 1924 the report of the faculty investigation was ready, in the form of a volume of 280 pages, entitled *A Study of the Liberal College*. The Committee on Educational Policy then set itself to an examination of the evidence which had accumulated, with the end that a more effective policy might be formulated. It was recognized by the members of the group that college teachers are likely to lay exaggerated stress upon programs of study; that not much of a positive nature can be accomplished by any curriculum, however sensibly it may be planned, but that one badly designed can do much to discourage intellectual advance. It was felt by a majority of the committee that the course of study then in vogue in the college was somewhat subject to this objection, and that a different scheme, based upon a different philosophy, might produce better results. Basic to the scheme which the committee finally evolved was a rec-

ognition of the importance of capitalizing the interests of the student. It was felt to be a fair assumption that every undergraduate, during the earlier years of his course, should form an active interest in some one field of knowledge, that he should be encouraged to pursue it in a more intensive fashion than formerly had been the case, and that, at the end, he should be subjected to the definite requirement of showing that he really had acquired a reasonable command of the subject as a whole, so far as that command could be obtained by an undergraduate course. To attain that end, a larger amount of time was allotted to the major subject than previously had been the case and, as a requirement for the degree superimposed on those previously existing, a comprehensive examination at the end of senior year was set up, in which the student was to be tested, not on the material of individual courses, but on the subject matter of his major department as a whole. The major was thus made the heart of the curriculum, and the work of the first two years in college was made mainly one of orientation, so that at the end of that period the student might select the subject in which he was to specialize with some degree of information and intelligence. To attain that end, certain requirements were imposed in the first two years, designed to insure a distribution of the attention of the undergraduate among various divisions of knowledge. In addition, the distinction previously existing in degrees conferred upon the students who had studied Latin or Greek and those who had not was abandoned and the degree of Bachelor of Arts was thereafter conferred upon all graduates. This was the last step toward the adoption of a policy recommended by Dr. Tucker in his inaugural address more than thirty years before.

Quite apart from the principles outlined above was a second recommendation, providing for special treatment of students of the highest type of ability. It was proposed that in their major subject these men should be separated from the regular work of the college classes, and be treated by themselves, individually or in small groups, that their progress might not be retarded by the pace of the college as a whole and that they might be given the opportunity to concentrate more effectively upon the lines of their especial interests. Such honors work being highly expensive, it was thought at the

time that the college would be able to enter upon it only upon a limited scale and with but few departments, but almost at once a gift of \$1,500,000 for the endowment of courses of this character, one-half from the General Education Board and the other from an anonymous donor, made possible the application of this principle to all cases in which it seemed to be of promise.

The new scheme of study was presented to the faculty early in 1925 and was finally adopted by that body, without much modification, after a long series of meetings and extensive discussion. It was approved by the trustees in June, and went into effect for the class of 1929 upon its entrance to college in the fall of 1925. It has not been in operation sufficiently long to enable a definite opinion to be given as to its entire success.

A further step toward the recognition of the independence which may advantageously be given to men of high scholastic capacity was the foundation of a system of senior fellowships in 1929. Five or more men whose previous records have seemed to indicate that they are likely to prove worthy of the privilege are chosen from each class at the end of its junior year, and the only requirement made upon them for the remaining year of their course is that they shall be in residence, in good standing, as members of the college.

During the tenure of his Fellowship, the Fellow shall be given complete freedom to pursue the intellectual life at Dartmouth College in whatever manner and direction he himself may choose. He shall not be required to attend classes, though he may have the privilege of attending any; he shall not be required to take any examinations; and he shall not be required to pay any tuition fee to the College. At the end of his year of Fellowship the Fellow shall be given his degree in course.

Greatly to the advantage of the institution, from an intellectual point of view, were the facilities offered by the Baker Library, opened in 1928. The building is designed to facilitate in every possible way the most extensive use of books for college courses, for independent investigation and for general reading. At the close of the war the collection was notably increased as a result of special appropriations at a time when books could be secured from

foreign sources at remarkably low prices, and it now numbers over 300,000 bound volumes. The large Sanborn endowment insures that in the future the library will be kept entirely abreast of the times.

In recent years the last trace of compulsion in attendance upon religious exercises has disappeared from the college. Upon the assumption of the presidency by Dr. Nichols, responsibility for presiding over chapel services was no longer assumed by the head of the college except upon special occasions, a chaplain being secured for that duty. While there was little open disorder on the part of the students, their attitude soon became one of indifference, and eventually it was apparent that few results of positive value came from the services. Even those members of the faculty most religiously inclined came to hold the opinion that the days of required religion in Dartmouth were no more. In April, 1924, at the suggestion of the chaplain, the experiment of voluntary services was instituted for the remainder of the year. It was intended merely as an experiment, but at the beginning of the following year the daily services were not resumed, although attendance upon Sunday vespers was still required. Many of the alumni were much opposed to the discontinuance of an exercise which had held an unquestioned place in the life of the institution from the very day of its foundation, partly because they believed in its worth on religious grounds, but more commonly for the reason that it seemed to them to promote the solidarity of the undergraduate body. The testimony of those who were on the ground, however, indicated that it no longer had even that beneficial effect. In the fall of 1925 the exercises were resumed, but all of them, including Sunday vespers, were placed upon a voluntary basis. In 1927 the week-day service was moved from its traditional early morning hour to one in the middle of the forenoon, but attendance upon it, except in the event of special musical programs, has never been large.

The college of today is characterized by the wide geographical area from which its students are derived. In 1930-31 the 2324 undergraduates in all branches of the institution came from 44 different states and 13 foreign countries. Of these men, 1443 or 62.1% are drawn from outside the area of New England. Massachusetts is

still in the lead with 518 representatives, but New York is near at hand with 485. In fact, in the freshman class of 1934 the latter state is in advance of any other, indicating a shift of leadership which is likely to come about at a time not far away. Following these two states come New Jersey with 182 students, Illinois with 166, New Hampshire with 139, Ohio with 135, Connecticut with 125, and Pennsylvania with 111. The delegations from the other states number less than 100 each. The proportion from New Hampshire is now but 5.9% of the total, while that from New Hampshire and Vermont combined numbers but 8%. As compared with previous periods, this represents a loss, not only relatively, but from the point of view of actual numbers concerned.

Student expenses have greatly increased in recent years. According to an investigation made by Professor Gilbert H. Tapley, 1916, in 1925, the average undergraduate spent at that time \$1535 a year, the range in annual expenditure of half the members of the college being between \$1300 and \$1900. The smallest account submitted was \$775 and the largest \$4800. At that time tuition was \$100 less than it became in later years, and so that amount should be added to the figures given above to represent conditions at the present day. Partly as a result of this increased expense, partly for other reasons, the character of the student body has changed. Many men now in college are obliged to supplement receipts from home by their own earnings, and some of them are entirely dependent upon their own efforts. But, in general, the college no longer draws largely from the rural communities, nor from the families of farmers and artisans in relatively straitened circumstances. It tends, on the other hand, to attract the sons of the professional and business classes, not, perhaps, endowed with great wealth, but living in circumstances which are entirely easy and comfortable. Boys with such backgrounds are likely to be well mannered; they have some degree of poise; they lack the noisy boisterousness of the men of earlier days, they frequently bring with them the atmosphere of cultured homes; they are easy to manage in the classroom; they are physically neat and attractive. Perhaps, as a group, they lack dogged perseverance in doing difficult tasks, which is not easy of attainment by those who have never been confronted by the necessity of doing such

work and who have always lived sheltered lives. By those who cling to the good old days, the modern undergraduate of the college is sometimes accused of a lack of virility and strength. It is doubtful if that complaint is justified, or if noisiness, a tendency toward disorder, lack of personal neatness and attention to decent dress, and loud assertiveness, qualities which were supposed to characterize the Dartmouth student of earlier periods and to indicate vigor and sturdiness, were really indications of anything except habits which should be dropped at the earliest possible moment. Those who have had the privilege of observing closely the succession of college classes through a long series of years probably are in agreement that never in its history has the institution received material more susceptible of an effective educative process than that which has come to it in recent years.

The period just following the World War was a time during which the college was probably working with a minimum of effectiveness in its function as an educational institution. The students who returned from military service were not, in all cases, desirable material with which to work, and the swarm of men entering the freshman class each year hardly brought to the institution a mental keenness and intellectual interest commensurate with their numbers. While the wave of athletic enthusiasm had probably attained its height in the eastern colleges at an earlier period, in other respects the institution could not pride itself that the spirit of its students made for the best results. As time went on, however, a remarkable change came over the undergraduate tone. While the selective process may have had some effect in producing this change, in the main it arose spontaneously from the students themselves. Of course, the greater number of them had little to do with the initiation of new ideals. As in all such cases, the movement was mainly the conception of a few leaders of outstanding thoughtfulness and initiative, but the influence exerted by these men eventually reached the college as a whole. Wide publicity was given to these ideas in the columns of the college press. Beginning with 1922-23, *The Dartmouth*, for a number of years, was controlled by a succession of editors of unusual intelligence and outstanding independence, and the editorial productions of the boards were in

marked contrast to the conventionalized tone which had actuated the college press before that time. Of course, such utterances frequently went far in advance of college sentiment and expressed the opinions of relatively few among the undergraduates as a whole. Some of them were marked by a degree of immaturity, and more of them by a lack of background and by a lack of knowledge of movements which had arisen in the college in the past. They tended, also, to be cocksure and dogmatic, and too little tolerant of an opposite point of view. Some of them had a sad effect in exasperating those members of the faculty whose belief it was that the place of the undergraduate is limited to learning the lessons set before him and that he should leave to more experienced and wiser heads the discussion of problems of college policy; and, even more, in irritating that portion of the alumni body whose main interest in life was to "set a watch lest the old traditions fail." Nevertheless, despite these defects, the outpourings of the editors and the thoughtful college sentiment which they expressed did much to make for progress.

In general, the editorial tone was one of criticism, the range of which was extraordinarily wide. Sometimes it was based upon such fundamental matters as the purpose of the college, on the question of whether or not the institution really had any well defined aim, and if it had, whether its processes were intelligently applied to attain the desired end; whether the entering student had the remotest glimmering of that purpose, and whether anyone took the trouble to impress it upon him. The course of study was also criticized, but that tone changed to one of co-operation when student opinion was seriously considered in the discussion of the problem, and recommendations were produced, which, in many cases, were sane, thoughtful and of positive value. The dominance of athletics was also questioned; not so much the intercollegiate games themselves, as the position which they had assumed in the life of the college. The trivialities with which the fraternities were occupied was a frequent subject of adverse comment, and the ethical standards which prevailed in interfraternity relations were unsparingly condemned. Old traditions were examined, and the fact that they were old did not exempt them from attack. The views of different editors concerning class contests was curiously varied, some of them

doing their best to egg their activities on, others looking upon them with an extremely jaundiced eye. Other movements were initiated and other policies recommended which cannot be mentioned here.

The modification in undergraduate sentiment, of which these editorials were the expression, has greatly changed the student attitude and outlook during the last ten years. That change is perhaps best illustrated by the position of athletics in the college. Intercollegiate sports still attract wide attention; the successful athlete is still the great man of the college, and the desire to win is as active as ever. The undergraduates still seize the occasion of an important out-of-town football game for a general exodus, partly to see the game and partly for the sake of leaving town. But, nevertheless, the relation of the athletic system to the college as a whole, is more sensible, and athletic activities are taken more as a matter of course and less as a matter of life and death than was the case in former years. The student mass meeting before important contests, in the old days the occasion for hectic and unbalanced enthusiasm, has almost died out. Moreover, the most outspoken criticism of athletic excess and over-emphasis comes in these days not so much from the alumni or faculty as from undergraduate sources, although protests of this type by no means represent the opinions of the entire student body. In fact, over-enthusiasm over athletic success and over-depression over athletic defeat are now most likely to be in evidence in alumni circles, among men who lived under a different regime during their own college days. Hazing activities, centered in Delta Alpha, have gradually been reduced so that now they consist, for the most part, merely of an amusing exhibition by the freshmen at the first football game of the year. Class contests have nearly died out. In this respect, however, the result was not due to the persuasions of the undergraduate leaders, but came against their wishes. In fact, the representative organization of the students, Palaeopitus, did all it could to encourage the retention of the most important of these contests, the so-called picture fight. This variety of class struggle, as a matter of fact, was not particularly old, but, with the limited background of student generations, it came to be regarded as one of the old traditions of the institution. The conditions under which it was conducted were formulated in definite rules, and the struggle

assumed the aspect of a regular campaign, lasting through several days and giving occasion for incidents which were not entirely pleasing when subjected to cool review. The upper classes (which were not required to participate) strongly favored the contest, but it finally came to be regarded by the freshmen and sophomores, who were exposed to all the trouble, as distinctly a nuisance and in 1924 the sophomore class of 1926 refused to enter upon the struggle. For a year or two, impromptu class fights, incited through imputations by the upper classes of lack of courage in the lower ones, tended to spring up, but soon these, too, died away and very little class feeling now animates the undergraduate body, although, of course, sporadic class contests may break out at any time. The long list of rules supposed to govern the conduct of freshmen have for the most part been abandoned. Perhaps less progress has been made toward a more mature attitude on the part of the fraternities than in any other line. These organizations tend to be ultra-conservative, and the good which they might accomplish is largely neutralized by a rather slavish adherence to the traditions of former days, most of which are hardly worthy of preservation. Moreover, the problems which the college has to encounter through the advent of prohibition come most directly to public attention through the activities of these organizations.

This change in the attitude of the undergraduates may be summed up in the statement that the student of today views his college life from a more logical point of view than did his predecessor, and that he is far less susceptible to the force of emotion and enthusiasm than was the Dartmouth man of the older days. Such a change has its obvious advantages, but is not without its drawbacks. The proper balance of reason and emotion is difficult to attain, and perhaps the college has now swung too far to the former side. However, it seems to be evident that the complaint made by some of the graduates of former years that the student body of the college has become an effeminate and lackadaisical group is but another example of the type of comment which every alumni generation of an older time is likely to make as it views its successors in the college.

The athletic activities of the college in recent years, although they do not approach the volume of those of the larger universities,

have distinctly assumed the dimensions of a large business. All the net income is from football. In 1929-30 the gross receipts from all athletic sources was \$386,000, of which \$331,000 constituted the earnings of football. The net profit on the latter sport was \$230,000. The necessity of making these large profits, in order to maintain an extensive athletic program, of course complicates the drawing-up of schedules, and requires a number of games away from Hanover which is not entirely desirable. On the other hand, the advantage of the policy is the opportunity which it affords to a far greater number of students to engage in intercollegiate competition and intramural sport than ever before was the case. In 1930 the athletic council was maintaining varsity teams in fifteen different sports and freshmen teams in eight sports. Every one of these organizations, except varsity football, was run at a loss. Moreover, the Council was also paying all the expenses, including the salaries of instructors, of the required recreational activities of the two lower college classes. The management of this business enterprise obviously requires careful oversight and in 1927 Mr. Harry R. Heneage, 1907, assumed charge of it under the title of Supervisor of Athletics.

The various teams of the college have generally obtained their fair share of victories, subject, of course, to the usual ups and downs of such organizations. The year 1925 was marked by the most successful football team that the institution had ever produced, an organization which was awarded the mythical championship of the country by all football writers. That success has never yet been repeated, and perhaps not oftener than once in fifty years is it desirable that such a distinction should come to a college the size of Dartmouth, which has regard for its standards as an educational institution. A most marked change in these later years is in the scholastic status of the athletes. In the older days the records of the disciplinary authorities of the college show that an astonishing amount of attention was devoted to such men, and that the athlete was much more likely to fall into scholastic difficulties than was the general run of the undergraduates. That situation, even with the higher scholastic standards which now prevail, is completely reversed. So far as varsity teams are concerned, the scholastic records of the competitors are not now an occasion for concern. In fact, in

recent years, when the college produced one of the best of its football teams, much comment arose from the fact that, from the first team and from a very limited group of its immediate substitutes, an organization could have been put upon the field all the members of which were of Phi Beta Kappa standing, and that the majority of these men were actually the preferred members of the first team. The inference should not be drawn that such a condition is usual in the college, but it is true that the average scholastic attainments of members of varsity teams is far higher than it used to be.

The prosperity of various student activities not athletic in their character has also been marked. Particularly noteworthy is the development of interest in the drama, now carried on under the auspices of an organization called The Players. A dramatic coach serves as a regular member of the faculty, and the number of courses in the drama given by the department of English has much increased. The annual program of the dramatic organization has come to be an important feature of college life. A real advance was made in 1926 by intrusting female parts in these performances to women, selected from the village, rather than leaving them in the hands of students, as had been the custom of the past. Five musical organizations now exist in the college; the Glee Club, the Instrumental Club, the Barbary Coast Orchestra, the Band, and The Players Orchestra, as well as a community organization which has resumed the name of the Handel Society. *The Dartmouth* has continued its course as a college newspaper, becoming a daily in 1920. In 1921 a society called the Green Key was organized in the sophomore class, the main purpose of which was to extend hospitality to representatives of other colleges upon their visits to Hanover. The most important of the undergraduate groups, however, is the Outing Club, of which more than two-thirds of the students are members. The impetus to outdoor activity in the winter, and to long tramps throughout the year, has continued and has been of the highest value to all who participate in such activities. The gifts of the Reverend John E. Johnson to this organization now amount to \$60,000, most of it held on the college books under the name of the Harrison Memorial Fund. In 1920 Mr. Edward K. Woodworth, 1897, and Mr. Charles P. Woodworth, 1907, gave to the organiza-

tion the summit of Mount Moosilauke, upon which was a large structure called the Tip Top House. Since that time this has been managed each summer as a camp by men connected with the Outing Club, and cares for over 2000 overnight visitors each season. In 1928 the class of 1900 devoted the class fund which it had been accumulating to the construction of a home in Hanover for the Outing Club. It is located at the northern end of Occom Pond and cost about \$60,000. The facilities of the organization for its local work were much increased by this gift. In 1930 the club was in possession of seventeen cabins, six of them located within seven miles of Hanover, the others at greater distances up to eighty-four miles. In addition, the Ledyard Canoe Club, an offshoot of the Outing Club, owned three cabins. The most important social event of the year, the Winter Carnival, is also under the management of the Outing Club. The Junior Prom, held in May, was discontinued in 1924, although fraternity house parties are held at that time, as well as during a given week in the fall.

Upon the departure of President Nichols, the ban which he had placed upon additional fraternities was discontinued, and new organizations were welcomed into the college. As a result, the following chapters were formed:

Lambda Chi Alpha, revived, 1917

Alpha Chi Rho, 1919

Zeta Psi, revived, 1920

Theta Chi, 1921

Pi Lambda Phi, 1924

Alpha Tau Omega, 1924

Delta Upsilon, 1926

Alpha Sigma Phi, 1928

Phi Kappa Sigma, 1928

In 1930 the number of the fraternities was twenty-six. The restriction imposed upon the admission of freshmen has already been mentioned. In the earlier part of the period most of the organizations had supplied themselves with homes, but the greater number of these fraternity houses were remodeled dwellings, not originally designed for the use to which they were now put. Beginning just

after the war, the chapters began to replace these houses with new buildings especially adapted to fraternity purposes. The trustees of the college were somewhat concerned over this movement and in 1920 the board voted that all house plans must be approved by it before construction could begin. Approval is not given to houses which are considered to be too large, too elaborate, or too expensive, and, as a result, none of the fraternities can boast of the luxurious accommodations common enough in other institutions, although the newer houses are adequate and comfortable. Moreover, fraternity life in Hanover differs from that in many other colleges through the continuation of the ban upon dining facilities in the chapter houses, and the limitation upon the number of men who are allowed to room in such structures.

Mention should also be made of the passing from active service during this period, through retirement or through death, of a number of members of the faculty whose work had played an important part in advancing the college in its era of rapid expansion. Among them were John Vose Hazen, Professor of Civil Engineering in the Chandler School and later in the college, who began his services in 1878 and who died in 1919; Edwin Julius Bartlett, Professor of Chemistry since 1878, admirably clear and lucid as a teacher, and equally effective in matters of business, who retired in 1920; Charles Darwin Adams, Professor of Greek from 1893 to his retirement in 1927, another teacher of the first rank; Fred Parker Emery, deservedly popular with successive generations of students as Professor of Rhetoric from 1894 to his death in 1927; and Herbert Darling Foster, Professor of History from 1893 to his death in 1927, who built up a department from its beginnings to a condition of high efficiency and prosperity, and who was a recognized authority on Calvin and the Puritan state. Highly serviceable, also, was Dr. John M. Gile, from 1896 a professor in the medical school, and later dean of that institution; a skilled surgeon with practice extending far in the country around, of great weight in the board of trustees from 1912 until his death in 1925 because of his business acumen, but, most of all, an understanding and helpful friend to multitudes of those with whom he came in contact in the wide range of his activities.

In 1919 the college celebrated its sesquicentennial with exercises quite as elaborate as those held upon its hundredth anniversary fifty years before. The institution was now provided with a suitable auditorium, and the festivities did not have to be held in the makeshift tent of the former time, although, as a matter of fact, such a tent was set up to serve for various events subsidiary to the main ceremonies. The celebration began on the evening of Friday, October 17, by the annual observance of Dartmouth Night, held in the tent. Upon the following day a number of athletic contests were held, followed by a production of one of the former Prom shows, *The Founders*, in Webster Hall. On Sunday, the sesquicentennial sermon was preached by the Reverend Ozora S. Davis, 1889, in the College Church. The delegates and guests from other institutions arrived upon that afternoon. Upon the next morning the formal exercises were held in Webster Hall. The program was as follows:

Prayer,	Rev. Francis E. Clark, 1873
Felicitations:	

from the undergraduates,	Herman W. Newell, 1920
from the faculty,	Prof. Edwin J. Bartlett, 1872
from the alumni,	Mr. William T. Abbott, 1890
from the colleges,	Dean Frederick S. Jones, of Yale
from the state,	Governor John T. Bartlett, 1894
Anniversary Ode,	written by Prof. Francis L. Childs, 1906
Address, The College a Training School for Public Service,	
	Justice Wendell P. Stafford of the District of Columbia
Address, What Must the College Do?	

	President Marion L. Burton of the University of Minnesota
Address, Dartmouth College, a Formal Interpretation,	

	President Ernest M. Hopkins, 1901
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After a luncheon in the tent, followed by a pageant representing incidents in the history of the college, three educational conferences were held.

(1) The Humanities, Old and New, in College Education. Presiding Officer, Professor Charles D. Adams, 1877. Speakers, President William A. Neilson of Smith College, Professor Irving Babbitt of

Harvard University, Mr. Arthur Fairbanks, 1886, director of the Boston Art Museum.

(2) The Place of Science in the American College. Presiding Officer, Professor Edwin J. Bartlett, 1872. Speakers, Mr. Frank B. Jewett, Chief Engineer of the Western Electric Company, Dean Alfred E. Burton of the Massachusetts Institute of Technology, Dean William F. Magie of Princeton University.

(3) The Duty of the College in the Training for Citizenship. Presiding Officer, Professor Herbert D. Foster, 1885. Speakers, Professor Felix Frankfurter of the Harvard Law School, President Kenyon L. Butterfield of the Massachusetts Agricultural College, President Alexander Meiklejohn of Amherst College.

The festivities were concluded by a dinner in College Hall, over which the president of the Alumni Association, Mr. William T. Abbott, 1890, presided. Speeches were made by Ex-President Nichols, President Frederick C. Ferry of Hamilton College, Senator George H. Moses, 1890, President William H. P. Faunce of Brown University, Professor Felix Frankfurter, and Dean Craven Laycock, 1896.

Such is the story of Dartmouth. As the reader has followed it, he has doubtless been impressed by the fact that active contention has marked much of its history. It is true that the progress of the institution has been largely accompanied by controversy of an embittered kind. It is to be remembered, however, that men do not contend for causes about which they care little, and the very fact of controversy is an indication of the place which the college has held in the hearts of those who have been nurtured by it. Moreover, despite the quarrels which, at times, have impeded its progress, in the long run that progress was nevertheless attained, and at all times the institution has done its work with recognized efficiency and success. In recent years, the spirit of contention has, for the most part, died away, to be replaced by an attitude of co-operation on the part of all who have to do with the institution.

Nevertheless, if Eleazar Wheelock could now return to the college which he planted in the wilderness so many years ago, while he might be dazed at the evidences of a material prosperity far exceeding his wildest dreams, his most pronounced feeling would surely be that of stupefaction and horror at the spirit prevailing in the institution which he had set upon its feet. His one aim in life was the saving of souls; the saving of souls in strict accordance with the rules established by John Calvin and developed by the early divines of New England. In his college of today he would find no interest in the tenets of Calvin, except those of the antiquarian and investigator; he would find no anxiety for the souls of men, in that particular sense in which his anxiety was most keen. He would be content to return to his grave with a keen sense of relief that he did not have to do with a degenerate and wicked generation and with a college in which such scant attention was paid to the things which he held most dear.

But if Wheelock were to be born again in the twentieth century, still imbued with those qualities of boldness, initiative and courage which were so marked in his active career, still inspired by that desire to benefit his fellow men which was the one purpose of all his activities while he was still upon the earth, but inspired with the modern point of view as to the direction in which those efforts might best be applied, we may be confident that he would look upon the activities of his college with a high degree of sympathy and satisfaction. Because, after all, the guiding purpose which he set for Dartmouth College has not changed in the lapse of years. What Wheelock had in mind was to arouse in those under his charge a respect for human knowledge, so far as the domain of human knowledge can extend, to inspire in them an intellectual curiosity wide in its range, to animate in them a spirit which would impel them to devote their talents and their acquirements to the service of their fellow men. Such is the aim of the college today. A modern definition of the purpose of the institution would seem in a general sense (although it would be far from adequate in a more special way) to meet the ideals which Wheelock set up for the college of his own time.

Our aim may therefore be stated as the stimulation of those gifts of intellect with which nature has endowed the student so that he becomes, first, a better companion to himself through life, and, second, a more efficient force in his contacts with his fellow men.

Of course, the way in which that intellectual development should be attained, the point of view with which it should be applied, and the use to which it should be put have all become modified as time has passed. Moreover, the range of college influence has been enlarged from the professional classes, with especial regard to the clergy, to the members of the community at large. But the essential and basic principle of the institution has not been changed in all these years; a continuity in its governing purpose has persisted during its entire history, and the college of today is connected with the college of Wheelock by an identity of aim which has never been impaired.

Through all its history Dartmouth has limited its major activities to the type of educational endeavor commonly the work of the college of liberal arts. With only minor diversions from a fixed course, it has disregarded the temptation to enlargement of scope, and has never accepted as its own the aims and ideals of the university. While the development of technical scholarship among its students is encouraged, while the beginning of such training is carried out in the institution, the greater number of its graduates are not destined for such activities; their formal education usually ends with the college itself and they take up at once the activities of the ordinary life of the world, inspired, if the process of college has been effective, with a broader outlook, with less contracted sympathies, and with an increased store of mental resources. And so Dartmouth, in common with the larger number of old foundations of New England, has always held fast to that peculiarly American contribution to educational organization, the work of the liberal college, and the training of the average man.

Like all systems in every land, the philosophy of this particular type of educational endeavor has been and is now the subject of attack. Without question the system has its weaknesses. Some of them are capable of remedy, some of them are inherent in the prin-

ciple itself. In recent years, the liberal college as a whole has been inspired by a movement of progress, its attention and efforts have been earnestly centered upon the improvement of those unsatisfactory conditions in its structure which seem capable of improvement. So far as the eastern part of our country is concerned, attacks upon it have as yet done slight damage to its educational standing, and in that region the college of liberal arts is stronger than ever before. With all confidence it may also be said that it is doing more effective work than it has ever before done.

What the future may bring forth no one can predict. Of course, the process of the college must be further modified as time goes on. If the institution lives up to its opportunities and meets its responsibilities, the Dartmouth of a hundred years from now will bear as little resemblance in educational method to the college of today as the present institution does to the college of Eleazar Wheelock. But unless a change more marked than now seems probable comes over the educational philosophy and educational demands of the nation as a whole, the purpose of the institution—its basic ends and cherished ideals—will endure as fixed and permanent parts of its organism. If that is so, the liberal college, no matter what its organization and methods may be, will remain in essence the liberal college that has always been. It is for the historian of the future to take up the story; to trace how far the animating impulse of the past is still the animating impulse, and how far the continuity of the college ideal has been preserved.

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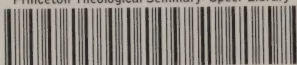
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